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ABSTRACT

The purpose of this guide is to provide a resource for the development of modern and classical language curricula at the local level in North Dakota schools. The guide contains two sections, one dealing with modern languages, the other with Latin. Each section provides an overview of current philosophy, objectives, methods, and resources in foreign language education. General program goals are outlined, including a description of the American Council on the Teaching of Foreign Languages guidelines in the case of modern languages; competencies and course scope and sequence are specified for each language. The section on modern languages also describes three program types, including: FLES (foreign language in the elementary school), immersion, and FLEX (foreign language exploratory programs). Appended materials include lists of useful expressions in English with translations in French, German, Latin, and Spanish, and a list of additional resources. (MSE)

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FOREIGN LANGUAGE

CURRICULUM GUIDE

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TABLE OF CONTENTS

Acknowledgments i

Preface ii

Part I--Modern Languages

Foreword I-1

FLES I-2
Immersion I-2
FLEX I-3

Philosophy II-1

Why II-1
Who II-2
How II-3

Goals III-1

ACTFL Guidelines III-1

Competencies IV-1

Scope and Sequence V-1

References VI-1

Part II--Latin

Philosophy VII-1

Goals VIII-1

Competencies IX-1

Scope and Sequence X-1

Appendix

Useful Classroom Expressions XI-1

Resources XI-13

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The North Dakota Foreign Language Advisory Council was appointed by Dr. Wayne Sanstead, Superintendent of Public Instruction, to write the foreign language curriculum guide. The authors hope that the guide will be used as a source for school districts as they revise existing curriculum or institute new courses in modern and classical languages. The guide has been divided into two sections; the first deals with the modern languages most commonly taught in North Dakota, the second with Latin.

The authors wish to express their gratitude to the Wisconsin Department of Education, and to the authors of Wisconsin's *A Guide to Curriculum Planning in Foreign Language*, upon which the authors of this guide relied heavily. Our thanks go, in particular, to Dr. Constance Knop, The University of Wisconsin-Madison, for her inspiration. Readers who wish more detail may order the Wisconsin guide and classroom supplements from:

Wisconsin Department of Public Instruction
125 South Webster Street, P.O. Box 7841
Madison, WI 53707-7841

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PREFACE

The purpose of this guide is to provide a resource for the development of modern and classical language curricula at the local level in North Dakota schools. It is divided into two sections; the first deals with modern languages, the second with classical. It provides an overview of current philosophy, objectives, methods and resources in the field of foreign language education. It is meant to serve as an overview; a list of other resources is included for those seeking additional information.

Any school district wishing to add a foreign language program or renovate an existing program should develop a clearly stated philosophy that answers the following questions:

--What is the value of foreign language study?
--Who should study a foreign language?
--How long should the language be studied?
--At what age should language study begin?

When the philosophy is fully defined, the school district should identify:

--What should all students be able to say in the target language?
--Which language structures are needed for active communication?
--Which language structures are largely receptive and consequently less in need of intensive drill and practice?

The school district should also consider areas of evaluation:

--How do teachers evaluate their own performance?
--How do teachers evaluate student performance?
--How do teachers evaluate text and materials?
--How does the school district evaluate the foreign language program?
--How does the school district evaluate the foreign language teachers?

The North Dakota Foreign Language Advisory Council hopes that this guide will serve to assist the local districts in finding answers to the questions listed above. A list of resources is provided.

PART I

MODERN LANGUAGES

FOREWORD

The Successful Foreign Language Program

Foreign language programs vary decidedly in length, scope and quality. Successful foreign language programs will address the questions listed in the preface. In addition, the emphasis will be placed on quality rather than on quantity. It is better, for example, to develop a strong four-year sequence in one language than to have two years each of two different languages because language learning is a time-consuming process. Success is achieved only after an extended period of time; the U.S. Foreign Service, for example, estimates that 600 hours of intensive study are needed to reach SURVIVAL level in the easier-to-learn languages such as Spanish and French.

Studies show that the following points are crucial to the success of any foreign language program:

--Development of well-defined goals and means.

--Establishment of a continuous program. Students who have begun the study of a language or any subject should be able to continue that study through graduation. A minimum of 600 classroom hours is suggested.

--Good articulation throughout the various levels. (A level refers to the amount of material covered and not to the time spent in class; see Scope and Sequence for details.) Students who are already familiar with a language should not be placed in the same class as beginners. Programs should be designed with this in mind.

--Enthusiastic and knowledgeable teachers who are aware of the idiosyncrasies inherent in foreign language teaching and learning.

--Support of administrators, counselors and parents.

Many school districts nationwide are once again instituting programs in addition to the traditional secondary school program. Many of these programs seek to maximize skill development by providing a longer sequence of time for study. Recent national studies advocate foreign language study in the elementary school (FLES). David Gardner says "Achieving proficiency in a foreign language ordinarily requires from four to six years of study and should, therefore, be started in the elementary grades." Ernest Boyer concurs: "In order to attain any degree of proficiency, second language study should begin long before students come to high school." There follows an overview of several alternative programs:

Foreign Language in the Elementary School (FLES)

Goals of a FLES program may vary from simple exposure to foreign languages to a program aimed at functional proficiency in the language. Foreign language is the object of instruction beginning in elementary school. FLES classes should be taught by a language specialist familiar with elementary school methodology. The teacher meets with students three to five times per week, for a minimum of 100 minutes per week. The skills of the teacher in both language and work with elementary students are crucial to the success of the program.

It is important that both the FLES model and the immersion model be coordinated with the secondary program. The Iowa Foreign Language Curriculum Coordinating Committee lists the following equivalents:

End of Years	Approximate Equivalence	Proficiency Level (Proficiency levels are explained in Section III)
2 years preschool	1 year elementary, K-3	Novice low-listening Novice low-speaking Novice low-culture
2 years elementary, K-3	1 year elementary, 4-6	Novice mid-listening Novice mid-speaking Novice mid-culture
4 years elementary, K-3	2 years elementary, 4-6	Novice high-listening Novice high-culture Novice low-reading
3 years elementary, 4-6	1 year middle/secondary	Intermediate low-listening Intermediate low-speaking Intermediate low-culture Novice mid-reading Novice low-writing

Immersion Model

In immersion schools or classes, language becomes the medium of instruction rather than the object of instruction. Immersion programs can begin at any level; early elementary, mid-elementary or middle or junior high school. Programs vary as to the amount of time spent in the target language. In partial immersion models, instruction occurs part of the day (at least half) in the target language and half the day in the native language. In total immersion models, all instruction occurs in the target language. Studies show that first-grade children in a total immersion class show transfer in reading to their native English

and have no problem with their speaking ability. (Lambert and Macnamara, 1969). Immersion students catch up to and even surpass monolingual students by grade five or six. Swain (1978) showed that they do as well on IQ tests and may do even better in certain cognitive areas such as creativity. Goals in immersion programs include proficiency in both the first and second language, subject matter appropriate to grade level and an appreciation of another language and culture as well as their own.

Foreign Language Exploratory Programs (FLEX)

Foreign Language Exploratory (FLEX) programs offer students in elementary or junior high school a first experience with one or more languages. They are designed to study language and culture in general; the period of time dedicated to exploratory programs (from six weeks to a full year) is generally too short to allow any proficiency in a given language. The College Board suggests that such courses are best placed the year before full-time language study is offered. If more than one language is offered, the various teachers should work to produce a curriculum that is equivalent in all languages. According to Alice Omaggio, et al., the goals of a FLEX program include:

1. To establish a basis for eventual proficiency in a foreign language.

2. To generate interest in and receptivity to the study of another language.

3. To sensitize students to the rationale for foreign language study.

4. To dispel fears and misconceptions about foreign language.

5. To make language study available to more students.

6. To aid students in making the decision about which language to study.

PHILOSOPHY

Why Should Foreign Languages be Studied?

We live in a rapidly changing world; it is crucial that we prepare all of our students to function in that world. Some skills that are viable today may soon become obsolete. Thinking skills, however, enable students to be responsive to the demands of a changing environment.

It is frequently stated that the processes inherent in learning a foreign language aid in the development of thinking skills such as reasoning, conceptualizing, analyzing and problem solving. According to Lambert ". . . the ability to think, to be creative, and to use basic skills more effectively, is associated with having studied a foreign language." Jarvis (1980) cites studies by Skelton, who found a significant positive correlation between second-language study and superior academic performance at the college level. He also cites studies by Cummins and Gulutsan who found "significantly higher level of verbal originality or divergent thinking for the second-language students" and Landry who ". . . detected greater creativity, as measured by tests of figural fluency and flexibility, among sixth-grade students who had studied a second language when compared to similar students without the language-learning experience."

Many of the advantages of studying a foreign language are immediate. A study by Eugene Timpe concluded that: 1) foreign language study improved ACT scores and that the effect of foreign language study was greater for those who were not in the top quarter of their classes; 2) the improvement is roughly proportionate to the number of years studied; and 3) the study of foreign language has the greatest effect on ACT scores in English. Data, reviewed in Research Within Reach, from the Admissions Testing Program of the College Board show a definite positive correlation between the length of time students studied a given subject and scores on entrance exams. The subjects reviewed were math, biological sciences, physical sciences, social studies, English and foreign languages. The review concluded ". . . sheer time spent taking a subject seems to relate to a better test score, and concentration on foreign languages for periods of four or more years results in the best SAT average of any subject group, including English."

Foreign language study helps to develop a better understanding of the nature of language in general and of the English language in particular. Exposure to foreign language helps develop sensitivity toward other peoples and cultures. In an increasingly "smaller" world, that understanding is crucial. To paraphrase

Hubert Humphrey in a speech given to the U.S. House of Representatives shortly before his death: So far as we know, in this vast universe, there is only one small ball which has life on it; WE are in a position to see that life continues. As one of the world powers, the United States must take a significant lead in promoting global understanding.

Economically, knowledge of a foreign language serves as a valuable ancillary skill. More than two-fifths of our nation's farmland is devoted to export. More than one-half of our wheat is sold abroad. According to Senator Paul Simon in his book, The Tongue-Tied American, one American in six owes his/her employment to foreign trade. Simon also estimates that 80 percent of the American businesses that ought to be exporting are not doing so because none of their people are fluent in a foreign language. Students who are seeking careers in agriculture and business would obviously benefit from knowledge of other languages. Knowledge of one foreign language facilitates the learning of another, so that the specific language needed in a particular area will be more quickly acquired if another has already been learned.

Politically, we can no longer afford to allow our national security to depend on information gathered solely from the English-speaking elite of other countries. In order to be effective, American foreign policy must reflect an understanding of the languages and cultures of the global community.

Who Should Study a Foreign Language?

The question of who should study a foreign language is frequently debated hotly within the profession itself. Rivers (1981) says the answer is found in one's philosophy of education: If the philosophy of education is utilitarian, designed to produce citizens to fill useful roles in society, ". . . then the study of another language will be limited to those most likely to reach the stage of mastery where the new language can become an efficient tool in business, in diplomatic relations, or as a key to sources of information." Since research has shown that the most successful foreign language students are those with the most scholastic ability in other areas, this philosophy would limit the study of foreign language to the academic elite.

If, on the other hand, the philosophy is to enable all students to develop to their fullest potential, then all students should have some experience with another language. The study of a foreign language encourages students to recognize the validity of cultures that are different from their own. All students should have that opportunity. All students should also have the opportunity to understand their own language through the study of another language.

How is Language Learned?

Many of the factors in successful language learning such as verbal intelligence, language aptitude, and emotional stability, are beyond the control of the foreign language instructor. Of the factors we do control, methodology is, perhaps, the most important. (Hammerly) There is a wide variety of "new and old" methodologies. Fortunately, it is not necessary, in fact, probably not even advisable, to select one method to follow exclusively. Hammerly compares the development of teaching methods to corn farming: The corn farmer does not continue to use methods and materials from the 19th century, ignoring new research, nor does the farmer throw out all that which has been tried and found true to use completely new methods and materials. Instead, farming techniques mix and match in an organized fashion in order to find the methods and materials most suitable to the situation. Effective teachers must also develop an eclectic approach, selecting that which is best for the particular group of students, the level of learning and the individual teacher.

A brief summary of several trends in foreign language education follows. To learn more about a given area, the reader should consult the bibliography accompanying this section.

Grammar-Translation: Basically, a methodology developed in the 19th century, the grammar-translation syllabus (materials to be taught) is characterized by lists of grammatical terminology and rules accompanied by lists of frequently unrelated vocabulary. According to Richardson, ". . . the underlying justification for such a method rested upon the belief that what was being taught--and what should be taught--was not the language itself, which was relatively unimportant, but the faculty of logical thought." The method emphasizes the written, particularly literary, forms of language; students extract meaning through translation into their native language. They are expected to write, applying the rules they have learned and to translate, both from the native language to the target language and vice versa. Although they are expected to know the rules for pronunciation, the major practice in correct pronunciation is provided by reading aloud from the text. The target language is not used extensively in class. Students taught by the grammar-translation method are frequently confused when addressed in the language they are learning, because they have had little practice in listening to it.

The Direct Method: In clear contrast to the grammar-translation method, the direct method, also developed in the 19th century, advocates the use of the target language as the instructional medium. Students are encouraged to make direct connection between objects and actions and the target language without using the native language for translation. Correct pronunciation is emphasized. Teachers frequently teach for extended periods of

time without permitting the students to see the written language. Students begin by learning phrases useful in the classroom, and move to situations that are useful in everyday life. If the words and phrases to be learned are not concrete, the teacher attempts to "act out" the meaning. Grammar is not taught directly except when it is taught in the target language itself. Rivers cautions that ". . . students who are plunged too soon into expressing themselves freely in the new language in a relatively unstructured situation can develop a glib but inaccurate fluency, clothing native-language structures in foreign-language vocabulary. This 'school pidgin' is often difficult to eradicate later, ..."

The Audio-Lingual Method: In this approach, students are taught basic structures that can be adapted to a wide variety of utterances through manipulation. Teachers introduce a dialogue that provides the basic structures; students are drilled through "mimicry-memorization" until most students know the dialogue. After the dialogue has been memorized, teachers use a variety of substitution drills to expand the basic structures. The audio-lingual method addresses the language skills in the following order: listening, speaking, reading, and writing. Reading and writing take only supportive roles at the beginning levels. Teachers using this method must take care to avoid teaching in a mechanical way or students will react like well-trained parrots, able to respond only to a specific stimulus, ". . . but uncertain of the meaning of what they are saying and unable to use memorized materials in contexts other than those in which they have learned them." (Rivers) Drilling techniques should be inventive and varied.

The Natural Approach or Monitor Theory: Stephen Krashen divides language learning into two processes: 1) language acquisition (language acquired through communicative experience) and 2) language learning (language learned through rules). According to Krashen's theory, learned language is used to monitor acquired language either by immediate or subsequent correction. Although the target language is the only language used in the classroom, students are allowed to listen until they feel comfortable enough to speak. The approach also encourages the student to produce the language in stages, first using single words, then two or three words, etc. in order to reduce tension. The emphasis is on communication, not on specific grammatical structures.

Total Physical Response: James Asher advocates a long initial period of listening in which students hear and react to increasingly complex sets of commands, modeled by the instructor or an assistant. Asher emphasizes the use of physical action as a powerful aid to meaning and retention. Commands such as: "Luke, walk to the door!" are used to teach both vocabulary and grammar. In TPR, no specific materials are advocated; they are left to the goals and imagination of the teacher. Asher does not stipulate a set amount of time before students begin to speak; instead, he says that speaking should begin when the students feel ready.

The Functional-Notional Syllabus: Advocates of this approach believe that ". . . language consists of: 1) the purposes and effects for which we use language, i.e., the functions or types of interactions in which we engage; and 2) the topics and meanings we wish to convey, i.e., the notions." (Wisconsin) Materials are organized according to common situations within a given culture, and a short situational dialogue is provided, followed by lists of linguistic examples for the functions occurring in the dialogue. They emphasize communicative interaction (You are lost in Madrid and need help. Here are some questions that you might need to ask.) and social register levels, providing students with a variety of interactions appropriate to different social situations.

Communicative Competence Movement: In the 1970s such leaders as Dell Hymes and Sandra Savignon began to advocate an approach in which communicative competence is required in addition to proscribed grammatical competence. This movement noted that students need to be able to react spontaneously and creatively to real, meaningful stimuli. Savignon (1983) further defines the competencies as: 1) **Grammatical**--recognition and use of grammatical features of language; 2) **Sociolinguistic**--understanding of rules and roles in social and linguistic interaction; 3) **Discourse**--recognition and observation of linguistic patterns and the sequencing of those patterns of interaction; and, 4) **Strategic**--coping and survival skills such as circumlocution, paraphrasing, acting out meaning, etc.

Counseling/Learning: Charles Curran advocates a methodology in which the teacher serves as counselor. Small groups of students sit in a circle. When a student wishes to communicate with the group, the teacher (outside the group) listens to what the student wishes to say in English and then whispers the translation to the student who repeats it to the group. The session continues for about ten minutes and is tape recorded for follow-up activities. As the students progress the type of "counseling" changes to adapt to the abilities of the students.

The Silent Way: Caleb Gattegno developed this approach in which the teacher is almost totally silent. It represents a reaction to the teacher monopolized class. Students learn sound-spelling correlations through a color-coded chart. In the beginning, the teacher models the words once or twice. Students do not imitate the teacher directly. Students listen to each other and observe the reaction of the teacher who might smile, nod, or call on another student.

Suggestopedia: Georgi Lozanov advocates a relaxed atmosphere for language learning. Students should be seated in easy chairs and listen to music while the teacher reads words, sentences or entire passages. Emphasis is on language learning in a relaxed nonthreatening atmosphere. Students may listen to the utterances as many times as they wish. No student is called on; questions are directed to the group, whoever wishes to answer may do so for the entire group.

Further information on any of these methods can be obtained by consulting the list of references at the end of this section.

The authors of this guide do not advocate total adoption of any one of the above approaches or movements. Given the variables that teachers face in classroom conditions, class size, goals of the school district, textbooks and personal educational philosophy and skills, each teacher should develop a program that suits the situation. Often the most successful approach proves to be one of an eclectic nature in which the teacher selects from several theories or methods and adapts them for personal use.

The authors do advocate, however, following the ACTFL Proficiency Guidelines and the Scope and Sequence described in subsequent chapters. The goal of realistic and consistent use of the target language is accomplished through daily activities stressing communication. Less emphasis is placed on memorization, rote grammar drills and "following the book," but students taught in this fashion are able to think and act creatively, contributing more of themselves to the learning process. Having personalized the study, they are more willing to experiment and thus arrive at a higher level of functional, realistic usage.

GOALS

ACTFL Proficiency Guidelines

The American Council on the Teaching of Foreign Languages (ACTFL) first published its Provisional Proficiency Guidelines in 1981. Those guidelines were refined to produce the document which follows, the 1986 ACTFL Proficiency Guidelines.

These guidelines are intended to measure what a student can do at different stages in language learning. These stages, called novice, intermediate and advanced, are described for each of the four basic skill areas (speaking, listening, reading and writing). The ACTFL guidelines advocate no language teaching method or approach. However, they do reflect the idea that proficiency is measured by tasks that students can perform (describe, narrate, etc.) and by their ability to "survive" and interact in situations (e.g., respond in an interview, ask for directions). The emphasis is on using language in real-life contexts.

The descriptions of proficiency at every level and in every skill have three basic components:

1. Linguistic functions that the student is able to express and carry out.

2. Topics and content that can be discussed.

3. Degree of accuracy of the communicated message.

These components become increasingly developed as the students move up the proficiency scale. This implies that students can carry out communicative activities, even early in language study. These activities will, at first, be very simple in function (e.g., reciting memorized formulas, making a simple description) and content (e.g., classroom greetings, concrete visual aids) with nonnative accuracy in pronunciation and grammar but at a level comprehensible to natives used to dealing with foreigners. The functions become more complex and the content more sophisticated as the students progress. In addition, accuracy becomes more acceptable to native speakers.

The ACTFL guidelines do not neglect grammar in evaluating proficiency. What students can do with grammar, however is more important than the rules they can recite. Grammar is not considered by itself, but as a part of communicative activities. In order to implement the ACTFL Proficiency Guidelines and this guide, teachers may need to consider reducing the formal treatment of grammar. They should then provide students with communicative activities in which they can use the material they are studying. The scope and sequence sections for each foreign language indicate

how teachers can systematically cover and reenter, from year to year, smaller segments of grammar. In a four-year sequence, students will cover the same amount of grammar as is traditionally covered in a two-year sequence and reviewed and supplemented in the following years. More important, they will learn to use that grammar in a functional, communicative way.

The ACTFL guidelines imply that the following conditions are necessary to provide a learning environment where students may develop proficiency as rapidly as possible:

1. Maximum, consistent use of the target language in class by the teacher.

2. Maximum, consistent use of the target language in class by the students.

3. Opportunities and training in asking questions and initiating communication.

4. Opportunities for extended discourse.

5. Focus on the functional and social use of grammar and vocabulary.

6. Reduced grammatical analysis.

Proficiency (the ability to communicate) is essential in language study. Without proficiency, language learning becomes simply an exercise for the mind. The ACTFL guidelines suggest that teaching and testing for proficiency must be based on the actual use of language in lifelike situations. The guidelines also assume that proficiency develops along a continuum. Although all students may not study a language long enough to attain advanced proficiency, the guidelines can provide teachers with a consistent basis for determining student progress.

The 1986 proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

Because these guidelines identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned or acquired; thus, the words "learned" and "acquired" are used in the broadest sense. These guidelines are not based on a particular linguistic theory or pedagogical method, since the guidelines are proficiency-based, as opposed to achievement-based, and are intended to be used for global assessment.

The 1986 guidelines should not be considered the definitive version, since the construction and utilization of language proficiency guidelines is a dynamic, interactive process. The academic sector, like the government sector, will continue to refine and update the criteria periodically to reflect the needs of the users and the advances of the profession. In this vein, ACTFL owes a continuing debt to the creators of the 1982 provisional proficiency guidelines and, of course, to the members of the Interagency Language Roundtable Testing Committee, the creators of the government's Language Skill Level Descriptions.

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Generic Descriptions--Speaking

Novice	The Novice level is characterized by the ability to communicate minimally with learned material.
Novice-Low	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
Novice-Mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.

Novice-High Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.

Intermediate The Intermediate level is characterized by the speaker's ability to:

--create with the language by combining and recombining learned elements, though primarily in a reactive mode;

--initiate, minimally sustain and close in a simple way basic communicative tasks; and

--ask and answer questions.

Intermediate-Low Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

Intermediate-Mid	Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characacterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
Intermediate-High	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
Advanced	The Advanced level is characterized by the speaker's ability to: --converse in a clearly participatory fashion; --initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; --satisfy the requirements of school and work situations; and --narrate and describe with paragraph-length connected discourse.

Advanced	Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.
Advanced-Plus	Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well-developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.
Superior	The Superior level is characterized by the speaker's ability to: --participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and --support opinions and hypothesize using native-like discourse strategies.

Superior	Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

Generic Descriptions--Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

Novice-Low	Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.
Novice-Mid	Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.
Novice-High	Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequence commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.

Intermediate-Low	Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.
Intermediate-Mid	Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.
Intermediate-High	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
Advanced	Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Advanced-Plus	Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.
Superior	Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.
Distinguished	Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings and most jokes and puns. May have difficulty with some dialects and slang.

Generic Descriptions--Reading

These guidelines assume all reading texts to be authentic and legible.

Novice-Low	Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Novice-Mid	Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.
Novice-High	Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.
Intermediate-Low	Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.
Intermediate-Mid	Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.

Intermediate-High	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.
Advanced	Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.
Advanced-Plus	Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of text which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

Superior	Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.
Distinguished	Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.

Generic Descriptions--Writing

Novice-Low	Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.
Novice-Mid	Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.
Novice-High	Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.
Intermediate-Low	Able to meet limited practical writing needs. Can write short messages, postcards and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.
Intermediate-Mid	Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives.

Intermediate-High	Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives.
Advanced	Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and résumés, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.

Advanced-Plus	Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.
Superior	Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb or cause miscommunication.

COMPETENCIES

Level I

A. Speaking

Students who have successfully completed this level will be able to:

1. Satisfy basic survival needs and minimum courtesy requirements.

2. Ask and answer simple questions.

3. Initiate and respond to simple statements and maintain very simple face-to-face conversations on very familiar topics.

B. Listening

Students will be able to:

1. Understand simple questions and answers, statements and face-to-face conversations in standard language on very familiar topics.

2. Understand areas which include basic needs such as meals, lodging, transportation, time, simple instructions, directions and routine commands.

C. Reading

Students will be able to:

1. Read messages, greetings, statements of social amenities or other simple language.

2. Read material either authentic or prepared, dealing with basic survival and social needs.

D. Writing

Students will be able to:

1. Write short messages such as simple questions, notes, postcards, and phone messages within the scope of limited language experience.

2. Create statements or questions within the scope of limited language experience.

Level II

A. Speaking

Students who have successfully completed this level will be able to:

1. Satisfy most survival needs and some limited social demands.

2. Formulate more complex questions.

3. Discuss topics beyond basic survival needs such as personal history and leisure time activities.

B. Listening

Students will be able to:

1. Understand simple conversations about survival needs and social conventions.

2. Understand topics such as personal history and leisure time activities.

C. Reading

Students will be able to:

1. Understand in printed form simple discourse for informative or social purposes.

2. Read announcements of public events, popular advertising, notes containing biographical information or narration of events and straightforward newspaper headlines and story titles.

D. Writing

Students will be able to:

1. Compose short paragraphs or take simple notes on very familiar topics grounded in personal experience.

2. Discuss likes and dislikes, daily routine, everyday events.

3. Express past time, and have good control of basic constructions and inflections such as subject-verb agreement, noun-adjective agreement and syntactic constructions in present or future time.

Level III

A. Speaking

Students who have successfully completed this level will be able to:

1. Satisfy most survival needs and limited social demands.
2. Show spontaneity in language production.
3. Initiate and sustain a general conversation in a range of circumstances beyond immediate survival needs.
4. Use most question forms to describe and give precise information with some limitation.
5. Provide simple description and narration of present, past or future events.

B. Listening

Students will be able to:

1. Understand short conversations about most survival needs and social conventions and grasp general ideas of conversations.
2. Show spontaneity in understanding.
3. Understand descriptions and be aware of the basic structures of the language.

C. Reading

Students will be able to:

1. Understand simple paragraphs for personal communication, information or recreational purposes.
2. Read with understanding social notes, letters and invitations.
3. Locate and derive main ideas of the introductory/summary paragraphs from high interest or familiar news or other informational sources.
4. Read for pleasure specially prepared or uncomplicated authentic prose such as fictional narratives or cultural information.
5. Understand common time indicators and interpret cohesive factors such as object pronouns.

D. Writing

Students will be able to:

1. Take notes in some detail on familiar topics.

2. Write simple letters, brief synopses and paraphrases, summaries of biographical date and short compositions.

3. Relate personal history, discuss daily life, preferences and other familiar material.

4. Express accurately present, future and past time.

Level IV

A. Speaking

Students who have successfully completed this level will be able to:

1. Satisfy routine social demands.

2. Handle with facility most social situations including introductions, casual conversations about current events, work, family and autobiographical information.

3. Have speaking vocabulary sufficient to respond appropriately with a proper accent.

4. Communicate on concrete topics relating to particular interests and special fields of competence.

5. Show spontaneity and ease of speech in language production.

B. Listening

Students will be able to:

1. Understand everyday topics, common personal and family news, well-known current events and routine matters involving school or work.

2. Understand face-to-face speech in the standard language at a normal rate.

3. Understand conversations about routine social conventions.

4. Understand descriptions and narration about current, past and future events, essential points of discussion or speech at an intermediate level on a variety of topics.

C. Reading

Students will be able to:

1. Read simple authentic printed material or edited textual material within a familiar context.

2. Read uncomplicated but authentic prose on familiar subjects containing description and narration such as news items, simple biographic information, social notices and standard business letters.

D. Writing

Students will be able to:

1. Write routine social correspondence and simple discourse of at least several paragraphs on familiar topics.

2. Take notes and write cohesive summaries, résumés and short narratives, and descriptions on factual topics.

3. Write about everyday topics using both description and narration.

4. Write about a very limited number of current events or daily activities.

SCOPE AND SEQUENCE

In the following scope and sequence charts, the content of each level of the target language is divided into three sections: grammar and word order, vocabulary and expressions and culture. Teachers should use these scope and sequence charts as a means of determining and limiting the content in their textbooks for each Level of instruction. Level does not necessarily denote years of study. It refers rather to the amount of material studied. The scope and sequence will have to be adapted to the actual program of the district. Three possible programs are shown below as examples:

	Grade		Grade		Grade
Advanced Placement or Level V	12 11	Advanced Placement or Level V	12		
Level IV	10	Level IV	11	Level IV	12
Level III	9	Level III	10	Level III	11
Level II	8 7	Level II	9	Level II	10
Level I	6 5 4	Level I	8 7	Level I	9

Since the ACTFL Proficiency Guidelines represent the most up-to-date attempt by the profession to describe foreign language proficiency, this guide is based on those guidelines. The authors of this guide have also relied heavily upon A Guide to Curriculum Planning in Foreign Language published by the Wisconsin Department of Public Education.

FRENCH

LEVEL I

Grammar and Word Order

Present and past tense of regular verbs

Word order in declarative sentences with **ne...pas**

Interrogative sentences with intonation, **est-ce que, n'est-ce pas,** and inversion

Indirect discourse such as **"Demandez à Marie quel âge elle a." (Quel âge as-tu?)**

Present and past tense of common irregular verbs such as **être, aller, avoir, faire**

Imperatives

Immediate future--**aller** + infinitive

Infinitive with conjugated verbs

Nouns (singular and plural) used with:

- definite articles
- indefinite articles
- partitive articles
- demonstrative adjectives
- possessive adjectives

Position of subject and object pronouns; emphatic (stress) pronouns

Position and agreement of adjectives

Interrogative words such as **où, quand, comment, combien, pourquoi, qui, quel** and **qu'est-ce que**

Basic prepositions: **à** and **de** with contractions; **avec, sur, sous, devant, derrière, près de, loin de, à gauche, à droite, chez;** prepositions with geographic names

Vocabulary and Expressions

- Alphabet
- Greetings
- Leave-taking
- Classroom objects and expression
- Cardinal and ordinal numbers
- Colors
- Clothing
- Time
- Days
- Months
- Seasons
- Parts of the body
- Health
- Family Life
- Meals
- Personal and leisure activities
- Weather
- Expressions with **faire (faire du ski)**
- Expressions with **avoir (avoir faim)**
- **C'est** vs. **il/elle est**
- **Il y a y a-t-il**
- Adverbs-quantity
- Interjections, fillers, and rejoinders such as **vraiment, ça ne fait rien, Zut alors,** and **euh**

Culture

- French names
- Forms of address (**tu** vs. **vous**)
- Courtesy patterns
- French school day and school year
- 24-hour clock
- French houses
- Typical French foods and table manners
- Holidays
- Music
- Basic geographic information about France and other francophone countries

FRENCH

LEVEL II

Grammar and Word Order

Review and reentry of Level I

Present and past tense of:

- reflexive verbs
- common stem-changing verbs such as **préférer**
- irregular verbs such as **prendre, comprendre, mettre, dire, écrire, lire, boire, voir, savoir, connaître, pouvoir, vouloir**

Verb tense and moods:

- imperfect
- future (**si** + present with future)
- present conditional

Basic distinctions in usage of imperfect and past tenses

Position of negatives

Use and position of double object pronouns including **y** and **en** with declarative, interrogative and imperative forms

Agreement of past participles

Formation and position of adverbs

Comparative/superlative forms of adjectives and adverbs

Vocabulary and Expressions

Review and reentry of Level I
Ask for and follow directions
Get a hotel room
Order a meal
Make an appointment
Use the post office
Make a phone call
Use public transportation
Pass through customs
Shopping
Cash a check, exchange money

Culture

Review and reentry of Level I

Know what to say and do in a typical French cultural situation

Understand and use the French monetary system

Recognize and use signs for streets, public transportation, and public services

Locate necessary sources of information and help

Shopping and dining

Awareness of popular and frequently visited historical sites, buildings, monuments, and geographical features

FRENCH

LEVEL III

Grammar and Word Order

Review and reentry of Levels I and II

Verb formation:

- subjunctive
- future perfect
- past infinitive
- past conditional
- past subjunctive
- pluperfect
- passive voice (word order)
- passé simple

Verb usage:

- sequence of tense with si clauses
- use of future, future perfect, or conditional with **quand**
- transformation of direct speech into indirect speech

Relative pronouns **lequel, dont, où, ce qui, ce que** and **ce dont**

Possessive pronouns

Demonstrative pronouns

Word order in exclamations

Use of prepositions with infinitives

Vocabulary and Expressions

Review and reentry of Levels I and II

A variety of readers may be used at this level. Much of the passive vocabulary will depend upon the selection of the reading materials and textbooks.

Vocabulary suitable for writing letters, outlines, reports, and compositions should be developed.

Topical vocabulary should include:

- current events
- education
- government and politics
- history and geography
- relationships
- expressions of emotion, feelings, and opinions

Culture

Review and reentry of Levels I and II
Government
Educational system
Recreation
Highlights of history
Other French-speaking countries
French influence in Africa and America

FRENCH

LEVEL IV

Grammar and Word Order

Review and reentry of Levels I, II, and III

Special uses of conditional

Tense correspondence between main clauses and subordinate clauses

Recognition of:

passé surcomposé
passé antérieur
imparfait du subjonctif
plus que parfait du subjonctif

Inversion of subject and verb in sentences other than questions

Word order with a series of object pronouns

Use of prepositions with infinitives

Causative constructions

Positions of adjectives to change meaning

Vocabulary and Expressions

Review and reentry of Levels I, II, and III

Emphasis should be placed on more abstract vocabulary association with intellectual activity, criticism, and judgment.

The objective should be a high rate of active vocabulary through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of reading material should aid in developing a sensitivity to the differences between spoken and written expression.

Penser à, de and **que**

Appropriate use of **il/elle est** vs. **c'est**

Culture

Review and reentry of Levels I, II, and III

The increased ability of the student to communicate in French and to read everything from newspapers to simple novels makes possible an appreciation and understanding of the French contribution to:

- literature
- painting
- sculpture
- architecture
- dramatic arts
- science

Content presented in Levels III and IV may vary in sequence depending on the teaching materials and instructional approach.

GERMAN

LEVEL I

Grammar and Word Order

Present tense forms of common verbs

Present tense forms of selected irregular verbs and modals (**haben, sein, werden, wollen, müssen, können, mögen**)

Future expressed by present tense + adverb (**Ich gehe morgen zur Schule.**)

Verbs with separable prefixes

Gern with verbs

Imperatives

Nouns with definite and indefinite articles and **der**-words in the nominative and accusative

Isolated dative constructions

Agreement of subjects with verbs

Personal pronouns in nominative and accusative

Word order for statements, questions and commands

Word order with modals

Accusative prepositions

Conjunctions (**und, oder, aber, denn**)

Adjectives following the verb **sein**

Possessive adjectives and **kein** in nominative and accusative

Appropriate adverbs (**hier, da, heute, morgen, gestern,** etc.)

Interrogatives (**wer, was, wo/wohin, wann, wieviel,** etc.)

Negation with **nicht, kein**

Vocabulary and Expressions

Alphabet (oral mastery)
Numbers
Days of week
Months
Seasons
Weather, thermometer
Health
Emotions
Personal activities
Classroom expressions
School subjects
Rejoinders and interjections
Names (typical male and female)
Age
Family members
House (name of rooms, phrases, **zu Hause, nach Hause**)
Body parts
Common animals
Greetings and leave-takings
Courtesy expressions
Clock time and times of day
Sports
Likes and dislikes
Question words
Metric system
Colors
Meals
Common foods
Clothing
Pronunciation of long, short, and umlauted vowels; consonants; diphthongs

Culture

Songs (folk songs)
Rhymes and sayings
Proverbs
Polite and familiar address
Names and titles
24-hour clock
Handshake
Greetings
Courtesy patterns
Social patterns
German-speaking countries
Holidays (Advent, Christmas, and Easter)
Some German foods
Hiking and walking
Currency units
Basic geographical terms about German-speaking countries
Capitalizing nouns
Letter writing including capitalization of **Du, Dein, Ihr, Euer**
Sports

GERMAN

LEVEL II

Grammar and Word Order

- Review and reentry of Level I
- Present-perfect tense
- Strong and weak verbs
- Separable and inseparable verbs
- Imperative of irregular verbs
- **Schon...seit** construction to express past action continuing into the present (**Ich studiere schon seit zwei Jahren an der Uni.**)
- Reflexive verbs and pronouns
- Imperfect of **sein** and **haben**
- Word order
  - present, perfect, and future tenses
  - modals
  - separable verbs
  - inverted word order after adverbial and prepositional phrases
  - nouns in nominative, accusative, and dative cases
  - positions of direct and indirect objects
  - **Ein-** and **der-**words and **wer** in the nominative, accusative, and dative
  - omission of article (**Ich bin Schüler/Schülerin.**)
- Personal pronouns in nominative, accusative and dative cases
- Prepositions--accusative, dative, dative and accusative ("two-way")
- **da-** and **wo-** compounds

Vocabulary and Expressions

- Review and reentry of Level I
- **Man**, e.g., **man geht, man nimmt**, etc.
- Weather report
- Transportation
- Points of the compass (**der Norden, nördlich**)
- Vocabulary building: word families
- Telling time
- Dates
- German foods
- Hobbies
- Names of neighboring countries
- **Es gibt**
- Sports
- Personal activities
- **Nicht brauchen zu**
- **Wieviel? Wie viele?**
- **Es gibt** vs. **es ist, es sind**
- Dates including abbreviations and ordinal numbers
- Word accent and intonation

Culture

Review and reentry of Level I
Courtesy expressions
Polite commands
Expressing personal needs
Flavoring words (**na, ja, denn, mal, doch,** etc.)
Greetings-regional variations
German school system
Using the telephone
Marktplatz
Eating establishments
Table setting, table manners
Kaffeetrinken
Metric measures of volume and weight
Naturalness in nutrition and health (spas, natural foods, fresh foods, **frische Luft**)
Transportation
Geography
Landkarte, Stadtplan
landscape in regions
German houses
4-5 rivers
10-12 cities
highlights of economy, industry and present political situations
Holidays, festivals and fairs
Fairy tales, legends
Anecdotes
Folklore
Proverbs
Music (folk and classical)
Current events

GERMAN

LEVEL III

Grammar and Word Order

Review and reentry of Levels I and II
Imperfect tense
Past-perfect tense
Relative clauses
Relative pronouns
Prepositions with relative pronouns
Würde construction
Subjunctive of **sein** and **haben**
Nouns declined as adjectives
Adjective endings
Comparatives and superlatives
Subordinating conjunctions
Wo / da compounds
Time expressions
Uses of **als/wenn/wann**
Introduction of genitive case

Vocabulary and Expressions

Review and reentry of Levels I and II
Inhabitants of cities and countries
Languages
Expressions for personal hygiene
Hobbies and free time
Prefix **un-**
Suffixes **-los, -heit, -ung, -keit, -lich, -schaft**
Pronunciation of non-Germanic words

Culture

Review and reentry of Levels I and II
Geography and environment
Education system and vocations
Transportation system and traffic signs
Holidays
Restaurant/Konditorei
Foreigners in German-speaking countries

GERMAN

LEVEL IV

Grammar and Word Order

Review and reentry of Levels I, II, and III
Future tense
Subjunctive I and II of regular and irregular verbs, present and past
Passive voice
Genitive case
Ein-words used as pronouns
Genitive prepositions
Indefinite relative pronoun **was**
Es steht (Es steht in der Zeitung.)
Indirect discourse

Vocabulary and Expressions

Review and reentry of Levels I, II, and III
Business and technical language
Formal language and appropriate gestures
Literary works
Emphasis should be placed on more abstract vocabulary associated with intellectual activity, criticism, and judgment.
The objective should be a high rate of active vocabulary through a wide range of conversational topics giving the student the ability to aid in developing a sensitivity to the difference between spoken and written expressions.

Culture

Review and reentry of Levels I, II, and III
Dialects
German-Americans
The increased ability of the students to communicate in German and to read everything from newspapers to simple novels makes possible an appreciation and understanding of:

- literature
- painting
- sculpture
- architecture
- dramatic arts
- music
- sciences
- religions

Content presented in Levels III and IV may vary in sequence depending on the teaching materials and instructional approach.

SPANISH

LEVEL I

Grammar and Word Order

Intonation and word order in simple declarative and interrogative sentences

Present tense of regular **AR**, **ER**, and **IR** verbs

Present tense of selected irregular verbs, **ser**, **estar**, **ir**, **tener**, **saber**, **conocer**, **salir**, **decir**, **venir**, **hacer**, **dar**, **oír**, **ver**

Present tense of selected stem-changing verbs

Present tense + adverbs to indicate near future

Future time with **ir** + **a** + infinitive

Singular and plural of subject pronouns

Definite and indefinite articles

Singular and plural of common nouns

Infinitive used after conjugated verbs

Prepositional pronouns

Position and agreement of descriptive adjectives

Possessive adjectives, short form

Basic prepositions

Basic adverbs of quantity, degree, time (e.g., **muy**, **mucho**, **poco**, **bien**, **mañana**, **hoy**)

Interrogative words

Demonstrative adjectives

Possession with **de**

Contractions **al** and **del**

Preterite tense of regular **AR**, **ER**, and **IR** verbs

Vocabulary and Expressions

- Greetings and leave takings
- Health
- Alphabet (oral mastery)
- Cardinal numbers to 1000
- Days
- Months
- Seasons
- **Hace** + weather
- Expressions of emotion, confusion, surprise, disappointment, frustration, pleasure
- Personal and leisure activities
- Classroom objects and routine
- School subjects
- Names (typical male and female)
- Age
- Family
- Rooms of the house
- Body parts
- Selected forms of **gustar (me gusta, me gustaría), llamarse (me llamo, te llamas), sentir (lo siento), poder (puedo), and querer (quisiera)**
- Time

SPANISH

LEVEL II

Grammar and Word Order

Review and reentry of Level I
Word order in declarative and interrogative sentences
Preterite of selected irregular verbs
Imperfect of all verbs
Formal commands
Common reflexive verbs
Present subjunctive after selected verbs and impersonal expressions
Recognition of present perfect
Recognition of present progressive
Position and use of single indirect and direct object pronouns
Appropriate use of interrogatives
Basic adverbs
Indefinite affirmative and negative pronouns (**nadie, algo**)
Hace with expressions of time

Vocabulary and Expressions

Situations:

ask for and follow directions
get a hotel room
order a meal
make an appointment
use the post office
make a phone call
use public transportation
pass through customs
shop
cash a check/change money
socialize
visit a doctor/dentist/pharmacist

Topics:

personal information
professions
emotional and physical health and well-being
nationalities and countries
recreational pursuits
daily activities
tener expressions
hay
a la derecha, a la izquierda
saber vs. **conocer**
ser vs. **estar**
tocar vs. **jugar**

Culture

Songs, rhymes, poems, and proverbs

Geographical areas where Spanish is spoken, basic geographical terms (**norte, sur,** etc.; street maps)

Currency in Spanish-speaking countries

Reading and writing addresses, phone numbers

Common gestures and nonverbal communications (embrace, kiss)

Awareness of various register levels in greetings (e.g., **Buenos días, hola**)

Family structure

Typical given names and surnames

Daily life in Hispanic culture-food, school, sports, holidays, pastimes, and clothing

Reaction to health situations

24-hour clock

Hispanic concept of time

Abbreviations of dates

Spanish calendar

Expressions:

contrast (**otro, diferente, ni...ni,** etc.)
confusion, comparison, courtesy (**repita, más despacio**)
rejection and acceptance (**con mucho gusto, tengo un compromiso**)

Causality (**por eso, por lo tanto**)

Transition

Appropriate reaction to situations encountered

Recognition of signs for streets, public transportation and public services

Geography, cities, and major landmarks

SPANISH

LEVEL III

Grammar and Word Order

Review and reentry of Levels I and II
Additional irregular verbs in preterite
Preterite vs. imperfect
Impersonal **se**
Passive **se**
Subjunctive after additional verbs and impersonal expressions
Use and position of double object pronouns
Position of adjective to change meaning
Possessive pronouns
Relative pronouns
Expanded use of definite article
Recognition level of future and conditional

Vocabulary and Expressions

Review and reentry of Levels I and II

Topics:

relationships
residence
hobbies and pastimes
personal interests
opinions and feelings
daily routine
current events
politics
aesthetic pursuits--art, books, magazines, theatre, TV, music
special events--weddings, family gatherings, holidays, geography

Expressions:

approval, disapproval, valuing, agreeing, disagreeing, disbelief
causality
common slang

Culture

Review and reentry of Levels I and II
Family, extended family, personal relationships
Types of work
Appropriate behavior in social and work situations
Holiday and other special events

SPANISH

LEVEL IV

Grammar and Word Order

Review and reentry of Levels I, II, and III
Subjunctive in adjective clauses, adverbial clauses, and direct commands
Recognition level of pluperfect, past progressive
Future
Conditional
Sequence of tenses
Imperfect subjunctive
Imperfect subjunctive and conditional in **si** clauses

Vocabulary and Expressions

Review, reentry and expansion of Levels I, II, and III

Emphasis should be placed on more abstract vocabulary associated with intellectual activity, criticism and judgment.

The objective should be a high rate of active vocabulary through a wide range of conversational topics, giving the student the ability to communicate in the modern world. Choice of reading material should aid in developing a sensitivity to the differences between spoken and written expression.

Culture

Review and reentry of Levels I, II, and III

The increased ability of the students to communicate in Spanish and to read a wide variety of material from newspapers to simple novels makes possible an appreciation and understanding of Spanish contributions to:

literature
painting
sculpture
architecture
dramatic arts
music
sciences

Content presented in Levels III and IV may vary in sequence depending on the teaching materials and instructional approach.

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PART II

LATIN

PHILOSOPHY

In over two thousand years in the history of Western civilization, not one day has elapsed without students engaging in the study of Latin. That this immortal language continues to excite the minds of youth after such a long period of time is a vigorous argument for continuing Latin studies. Nonetheless, we live in a time which favors pragmatism rather than the mystique of age. So it becomes the important duty of Latin teachers to explain why this most ancient of "area studies" of the Western world, although no longer "the" basic subject of American schools, still merits being "one" of the basic subjects of the high school curriculum. Latin teachers must present with clarity the immense benefits to be derived from the study of Latin which combines within itself the cultural, and in most cases, the linguistic roots of Western civilization.

The study of Latin introduces the student to a method of study which, in most cases, is unlike that of any other course likely to be encountered. Because of Latin's highly inflectional character, the student must work to pay attention to detail in order to grasp meaning. This places a great importance on accuracy in diagnosing precise meaning. Effective language study taxes the memory of the student since, in order to succeed, he/she must constantly review material learned in order that it become second nature. This type of study, in its sequential nature, can prepare the student, often for the first time, in a methodical, detailed and painstaking type of mental training which combats the vagueness so often prevalent in American education.

Although some have argued that English grammar is not Latin grammar and, therefore, the study of English grammar should be restricted to the English classroom, the fact is that students are often introduced to formal grammatical terminology for the first time in the Latin classroom where linguistic discipline must be included. Since Latin grammar differs from English, some form of grammatical analysis is essential. Although it is true that linguistic discipline can be taught by the occasional brilliant teacher of English or modern foreign languages, it still remains primarily the Latin teacher's responsibility to introduce grammar by that most effective of teaching devices--comparison. It is this device that the English teacher does not have at hand. There is an immediate double result from this type of training in grammar. Capable students of Latin become very aware of the structural nature of the new language and their own, and gain an increased consciousness of the basic nature of language itself; these students move out of the dark region of linguistic provincialism.

To people who speak English the study of Latin vocabulary is of basic value. It is the civilizing half of English vocabulary which is derived from Latin. This difficult portion of English involves words essential for expressing concepts of life in scientific and abstract terms. It is obvious, therefore, that the careful study of Latin vocabulary will aid the educated person in expression with precision, accuracy and sensitivity.

Aside from being a major source of English vocabulary, Latin is the parent language of the Romance languages. During the calm and orderly presentation of the sophisticated structural characteristics of a language which no longer changes, the Latin student acquires a splendid base for further language study. This is true for the Romance languages and for those which have a highly developed inflectional system.

In this age of specialization, Latin also sheds its golden influence among those students of higher studies in specialized areas. From a very practical point of view, it should be obvious that Latin studies should be recommended to those pursuing professions in many fields. A knowledge of Latin must prove of high vocational value to future lawyers, doctors, scientists, to those in the fields of theology, philosophy, music and art and to teachers of languages, or, in fact, to anyone desirous of obtaining a general sense of culture.

No less important is Latin literature, an immense literary accomplishment of astounding variety. Latin has authors equal to the greatest of other countries and ages. This literature, which encompasses centuries from the earliest classical authors to those of the medieval period, has made the Western world heir to a vast cultural heritage. Since the great Latin literary achievements do not translate well, their aesthetic beauties are best appreciated in the original. The great works of Latin literature, written with assiduous care by authors who paid great attention to style and detail, will offer the student a valuable experience in literary appreciation. Because they are the literary roots of our Western culture, a background in Latin and Greek literature and mythology becomes indispensable to any serious student of Western literature.

Besides the linguistic and cultural values that the study of Latin affords the student, its historical values must be taken into account. For modern Americans, although a sense of depth in culture and language is important, equally important is the development of a conception of the present based on the past. Because of the emphasis of some modern educational philosophies on adjusting the student to society at a given moment in the present, there is a tendency towards a provincialism in time. Latin, in its literature and other manifestations of Roman culture, has left an important imprint on the historical foundations of Western civilization. Because of this, the individual student's comprehension of the significance of the civilizations of classical antiquity should be developed as fully as possible in the American curriculum.

Because of Latin's triple usefulness in imparting historical, cultural and linguistic values to students of the Western world, it is of paramount importance that immortal Latin be given a significant role in the American high school curriculum. Without Latin, American students will perhaps realize why they are citizens of America; with Latin, however, they will also realize why they are, at the same time, citizens of the Western world.

GOALS

Listening - Speaking

Study of the Latin language should include listening, speaking, reading, and writing; although the major objective of Latin study is reading. Developing listening and speaking skills is important to acquiring the essence of Latin as a "living" language and a means of communication. If the aural/oral skills are the first steps, they can be the means of offering many enjoyable experiences.

Advantage should be taken of the student's initial curiosity and of the fact that this is the natural way for a student to approach a foreign language. "*Est Anna.*" "*Anna est puella.*" "*Quis est Anna?*" "*Quis est puella?*" and so on provides the beginning of a student-teacher dialogue which stimulates interest and affords a vehicle for introducing the sound system of Latin. The realization that Latin is primarily a medium of communication is one that should remain through the course.

Pronunciation is best learned by imitation of the teacher. Since oral communication is not the major objective, the written words may be introduced within a few days in the Latin classroom, and the correlation established between the written symbols and sounds. The skillful teacher may lead students to drawing conclusions and arriving at certain rules of pronunciation before they are referred to the Pronunciation Guide in the text.

Aural/Oral activities help the student learn to read. Oral reading of the text is an effective means of leading students to read sentences in word groups and to appreciate the aesthetic beauty of oral Latin. The proper phrasing of words helps them overcome the tendency to read words rather than thought groups. The eye recognizes like endings, but the ear perceives rhythms. Oral questions on reading, anticipating Latin responses, effectively test comprehension.

Listening to recordings can also afford a pleasant experience in literary appreciation if the oral rendition is by a classicist with a pleasant voice, good intonation, good pronunciation, and imagination suited to the quality of the text. This is especially appropriate and stimulating in advanced classes where the speeches of Cicero will be infinitely more effective if heard before they are read and then heard again before they are read orally. Cicero's orations, like Shakespeare's plays, were meant to be heard. There is a bit of the ham in all of us. Many students will really enjoy reading Cicero, imitating the sound and styles of a good classicist. Latin poetry was meant to be read aloud, and no interpretation of a passage should be attempted before it has been read orally. Scansion of the dactylic hexameters of Vergil should be practiced at every session of the class. The language laboratory may be ideal for listening; if fitted with playback equipment, it will be especially useful.

Reading - Translating

Since reading Latin literature is a prime objective of Latin study, the Latin program generally provides the student with a generous amount of reading material on the premise that one develops ability to read by reading, reading, and reading. From the first lesson, most modern texts provide reading selections adapted to the student's progress in the linguistic skills. These selections serve as a vehicle for conveying information about Roman life, people, institutions, and history. Adaptations from Latin literature are used until the student is ready to read in the original, the writings of Latin authors of the Republic, the Empire, and the Medieval period.

From the beginning, emphasis is placed on developing the habit of reading for comprehension. Students are taught to comprehend meaning in Latin word order, in thought units, with careful attention to inflectional changes, and with judgment suspended until the end of the sentence. At no time should they be satisfied with deciphering words or phrases *per se*. Comprehension may be tested by means of Latin questions to be answered in Latin, Latin summaries or questions and answers in English.

Comprehension may also be tested by having the student translate given passages. However, it must be recognized that translations require additional skills. Although this procedure requires accuracy in discerning the structural pattern of Latin and skill in expressing it in comparable English, it remains a valid activity for drawing the student's attention to details and style. There is a trend today to have more "extensive reading" and less "intensive reading and translation." In Levels III and IV the two may be combined to make possible extensive reading of classical authors and also more particular study of an author's style. By this time students will have achieved a certain maturity so that they are prepared to pay more attention to their own style, the choice of appropriate words with exact shades of meaning and effectiveness.

Writing

The writing skill may be developed simultaneously with the reading skill in Latin if it deals with the same material the student has said, heard, and read several times. Completion exercises, exercises in changing the structure and forms of sentences, and dictation of previously studied material add to the student's sense of accomplishment and to speed of learning. By the time students have completed Level I, they should be able to write simple sentences based on familiar material. Question and answer exercises may be used in addition to the traditional procedure of translating English sentences into Latin. In Levels I and II the work generally should be done under direct teacher supervision;

in the later levels the student may write more complex sentences but will generally correlate them closely with the material being read. Some students may profit from writing creative compositions. At all levels, work should be done under close teacher supervision. Not only may some students profit from writing creative compositions in which certain structures are called for (e.g., the employment of a supine, gerundives, or exclamatory accusatives), but also most students will profit from translating increasingly difficult English sentences and passages into Latin.

Inflections - Syntax

The automatic association of form and syntax is necessary for facility in reading. To fix this association, the student of Latin should learn the inflected forms and the functions which they signal together. Although direct explanation by the teacher of new material is often the best, most concise, and most economical method of presentation, there is also value, when time allows, in the use of the inductive method, having the student meet a new form in context and infer the function of the form from its context or from similarity to forms and functions already learned, with the help of the teacher. Being actively involved in the learning process by thinking things for themselves may be stimulating to some students and at times result in better retention.

It is important that students constantly realize that the complex morphological system of Latin has an essential function as a key to meaning. It is also important that they see forms in context and practice them in sentences. After students realize the importance of inflection, the learning of paradigms will appear necessary and valuable. They will become a useful frame of reference that will keep in order this complex system. The two processes of practice in context and learning of paradigms actually are likely to be done in an interwoven fashion (presentation, practice, memorization), but care must be taken that the student is always aware of the use of the forms, and does not identify them by their position in the paradigm. The Horizontal Paradigm has come into use as a convenient device for associating forms of the five declensions and their functions.

Grammatical analysis following the reading, if necessary, may be done in sentence exercises prepared for the purpose or in reading selections. Nonetheless, one should not forget that learning grammar is subservient to the purpose of reading Latin for comprehension and enjoyment.

Students should be made aware that translating a language means to educate or train the mind to reason logically; that when we translate a Latin sentence we first <u>induce</u> rules and then we <u>deduce</u> or apply the induced rules to discover the meaning of the sentence; and that this <u>inducing-deducing</u> approach to meaning is the best "mechanism" ever contrived to educate the mind.

Vocabulary - Word Study

A very definite, conscious effort should be made to help the student master vocabulary at a given level and then to expand reading vocabulary. Constant review is necessary. Regular attention should be given to the principles of word formation. All the possible devices for expanding knowledge of the lexical meaning of words should be kept before students constantly. They should be encouraged to deduce meanings intelligently, resorting to dictionary definitions when necessary. They should learn thoroughly the most common roots, as well as prefixes and suffixes, for use in determining the meaning of new words.

The study of Latin is unique in that the linguistic contribution of Latin to English is stressed at all times. As far as practical, students are expected to learn English derivatives from words they have learned in their basic vocabulary. They should be able to apply the principles of word formation to English, with emphasis on the main roots, prefixes and suffixes, loan words, and cognates.

COMPETENCIES

In view of the recent trend toward independent study and behavioral objectives in all areas of scholastic endeavor, the suggestions for evaluation of each level, as listed here, are stated in behavioral terms.

Level I

Students should be able to:

1. Demonstrate ability to read Latin selections aloud, grouping though units and pronouncing according to the pronunciation guide of the text used.

2. Master basic vocabulary presented in Level I and pass periodic teacher-selected tests (weekly-quarterly).

3. Memorize inflections and constructions specified in the curriculum guide.

4. Illustrate the ability to comprehend the basic sentence structure of the language and to identify the subject, the verb and its complements, phrases, and clauses.

5. Use correct grammatical constructions in written compositions (sentences presented by the teacher).

6. Recognize, define, and use English derivatives of Level I basic vocabulary.

7. Prove an acquaintance with Roman life, traditions, legends, and myths. This may be evaluated through tests, projects, reports, and class participation.

8. Develop an awareness of the principal uses of Latin in the modern world.

9. Demonstrate aural comprehension of the language by answering questions on content of oral passages.

Level II

Students should be able to:

1. Demonstrate ability to comprehend the thought of a Latin passage from Caesar's *De Bello Gallico** by answering teacher-presented questions on content.

2. Memorize basic vocabulary presented by the Latin II text and pass periodic tests (weekly-quarterly).

3. Indicate a mastery of first-year syntax vocabulary, conjugations and declensions by passing a comprehensive test presented by the teacher at the end of the first reporting period.

4. Identify in teacher-selected passages of Latin literature the syntax presented in Latin II.

5. Use in written composition (sentences prepared by the teacher) the syntax presented in Latin II.

6. Conjugate the indicative and subjunctive mood of all verbs including irregular and deponent verbs and form their verbals.

7. Translate Caesar's *De Bello Gallico* with 70 percent accuracy using a published literal translation as criterion.

8. Demonstrate an understanding of the history of the Romans and the political situation at the time of Julius Caesar via a term paper--length to be set by teacher.

9. Demonstrate knowledge of the meanings of 500 derivatives from their Latin roots, prefixes, and suffixes--list to be teacher prepared.

10. Pass a test at the conclusion of each "War" to illustrate the mastery of the facts of the action of Caesar's *De Bello Gallico*.

11. Demonstrate knowledge of Gaul and the movement of tribes by labeling principal political divisions and geographical features, locating fifteen Gallic tribes on an outline map and tracing the route of the Helvetian migration.

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*Applicable to all readings used in the Level II.

Level III

Students should be able to:

1. Read in Latin Cicero's first and third orations against Catiline and Sallust's *History of the War With Catiline* and demonstrate ability to comprehend the thought of selected Latin passages by answering questions presented periodically by the teacher.

2. Use in Latin composition (sentences and/or paragraphs prepared by the teacher) the syntax presented in Latin III.

3. Find and identify in Cicero's orations fifteen figures of speech.

4. Identify twenty historical figures of Rome connected with the conspiracy and/or with Cicero's personal and public life.

5. Define or use in sentences the derivatives listed in a standard guide with at least 70 percent accuracy.

6. Translate thirteen letters of Cicero or other suggested reading from Cicero.

7. Write a one-page character sketch of Cicero as orator, statesman, and writer.

8. Translate 300 lines of Ovid's *Metamorphoses* and demonstrate knowledge of the content on an objective test.

9. Read a biography of Cicero and participate in class discussion of the character of Cicero (e.g., *The Pillar of Iron of Caldwell*).

10. Translate passages displaying comprehension of syntax.

Level IV

Students should be able to:

1. Read in Latin, Vergil's *Aeneid*, especially Books I, II, IV, and VI, and demonstrate the ability to comprehend the thought of selected Latin passages by answering questions presented periodically by the teacher.

2. Identify characters, mythological figures, and geographical places in Vergil's *Aeneid*.

3. Find and identify in the *Aeneid* the figures of speech listed in the curriculum guide.

4. Write a paper on the *Aeneid* as a literary masterpiece.

5. Write a paper on Vergil as a poet of great renown and influence.

6. Write a paper on the history of Roman literature.

7. Translate passages from the poets, read and display comprehension of syntax.

8. Scan 25 lines of poetry, displaying mastery of the versification.

9. Define derivatives and use them in sentences.

10. Read or translate 2000-4000 lines of Latin poetry.

11. Pass a written translation test.

SCOPE AND SEQUENCE

LATIN

ESSENTIALS OF COMMUNICATION

VOCABULARY	CULTURE	ULTIMATE GOALS
To hear and understand words in normal conversational context.		To comprehend aurally new arrangements of familiar material when spoken at normal tempo.
To acquire an active speaking vocabulary within the classroom appropriate to the subject matter for discussion.		To recognize familiar vocabulary and grammatical forms and to apply them to speaking situations using acceptable pronunciation and intonation.
To recognize in context a wide range of vocabulary.	To be able to read literary works, historical commentaries and classical myths and legends within the framework of the student's intellectual level of development.	To read without constant recourse to bilingual vocabulary lists.
To express ideas in writing using vocabulary appropriate to the subject and occasion.	To use appropriate style in relation to subject matter and occasion.	To express ideas with some facility in writing.
To understand that the semantic range of foreign words usually differs from language to language.	To evaluate Roman culture within the confines of the literature and recognize its effect upon modern civilization.	To recognize the universal qualities in culture.

LATIN

ESSENTIALS OF COMMUNICATION

PHONOLOGY	MORPHOLOGY	SYNTAX
To hear all the sound contrasts of Latin when it is spoken or read at a normal rate.	To hear all the changes of meaning caused by modification of words when the language is spoken at a normal rate.	To hear the Latin without being confused by syntax.
To produce all the significant sounds and intonation patterns of Latin in a manner acceptable to the teacher.	To express one's ideas orally, using appropriate grammatical forms.	To express one's ideas orally, using word order which is characteristic of the language.
To associate the appropriate language symbols with the sounds for which they stand.	To draw meaning directly from the printed page through recognition of changes in meaning caused by modification in structure.	To read directly in the Latin without being confused by syntax.
To spell the language symbols which stand for the sounds of the language.	To express one's ideas in writing, using appropriate grammatical forms.	To express one's ideas in writing, using the appropriate word order of Latin.
To understand the relationship between sound symbols and written symbols (i.e., "phonemes" versus "graphemes").	To understand how the Latin uses such devices as gender, number, case, agreement, verb endings and other modifications of oral and written forms to express meaning.	To understand how Latin uses variations in word order to express meaning.

LEVEL I

PHONOLOGY

Listening and Speaking

1. Latin pronunciation with emphasis on:

   a. Vowel sounds different from English: **ē, ī, ō, ū, and y**
   b. All diphthong
   c. The consonants:
      ph as p
      th as t
      b as p before s, t,
      hard c and g
      i as consonant y
      sibilant s
      v as w
      trilled r
      qu as kw

2. Stress on the purity of long vowels particularly.

3. Attention to recognition of the quantitative values of syllables, rules of accentuation, and division of syllables.

Reading

4. Apply principles above.

Writing

5. Stress marking of long vowels for the following words:

   a. 2nd conjugation infinitives
   b. 1st declension ablative singular
   c. genitive singular and nominative plural of 4th declension
   d. 2nd person singular of the future passive of 3rd conjugation verbs

Concept

6. When possible, learning of all macrons.

7. The above rules pertain to classical pronunciation.

8. Students should also learn ecclesiastical pronunciation used in music and liturgy.

MORPHOLOGY

1. Nouns: first three declensions; fourth and fifth as time, text, and class permit

2. Adjectives:

   a. First, second and third declensions; irregulars- **alius, alter,** etc.

   b. Comparison of adjectives, including special superlatives in **--rimus** and **--limus**; comparison of irregular adjectives, **bonus, malus,** etc.

   c. Declension of comparatives

   d. Possessives, demonstratives, reflexives

   e. Cardinal numerals, **unus** to **centum**, with declension of **unus, duo, tres, milia**

   f. Ordinal numerals, **primus** to **decimus**

3. Pronouns: personal, interrogative, intensive, demonstrative, relative, reflexive

4. Adverbs: formation and comparison

5. Verbs and verbals:

   a. Principal parts, stems and four regular conjugations, including **io** verbs of the third in all tenses of the indicative, both active and passive.

   b. Imperative, present active

   c. Participles, present and perfect

   d. Infinitives, present and perfect

   e. Irregular verbs, **sum** and its compounds and **possum**

A fact that should be stressed early is that Latin depends on inflection, not on word order to convey basic meaning.

To build a correct picture of usual and idiomatic forms and constructions it is important to focus attention on the more frequently used forms rather than the less commonly used ones.

Frequency studies show a need to STRESS:

1. The third person in all tenses and conjugations of verbs. It constitutes 85 percent of all tense forms.

2. Third conjugation verbs (50%).

3. Perfect tense (40%). It is three times more frequent than the imperfect, and is the usual past tense for narration. The distinction in meaning should be established at the beginning. Also, the Latin perfect tense is equivalent to the English simple past, present perfect, and emphatic past tenses.

4. Infinitives

5. Nominative, accusative, and ablative cases of nouns (85%)

6. Nouns of 3rd declension

7. Combination of 3rd declension and 1st and 2nd declension adjectives

8. Relative pronouns

Less important items are:

1. Locative

2. Vocative

3. Infrequent combinations such as **agricola bonus**

4. One and three ending adjectives of 3rd declension (can treat as variations of two-ending adjectives)

5. Second declension nouns in **cr** (treat as variation of **us** nouns)

6. Future tense (occurs 63 times in 2318 forms)

7. Future perfect tense (14 times in 2318 forms)

SYNTAX

1. Nouns, pronouns and adjectives

   a. Rules of agreement: subject with verb, adjective and participle with noun or pronoun, appositive, relative pronoun with antecedent.

   b. Uses of cases

      1) nominative: subject, predicate noun and adjective
      2) genitive: possessive, partitive
      3) dative: indirect object, with adjectives (**gratus, inimicus, similis,** etc.)
      4) accusative: direct object, extent of time and space
      5) ablative: with certain Latin prepositions: agent, accompaniment, manner, means, time, ablative absolute (optional)

2. Verbs

   a. Indicative mood
   b. Infinitive: complementary, subject or object of verb; objective indirect statement (optional)
   c. Imperative: present active

VOCABULARY

Reading

Learning vocabulary involves knowing the nominative and genitive singular and gender for nouns; the four principal parts of verbs; the first, second, and third declension adjectives; and common adverbs, prepositions, and conjunctions. It is an aid to the student to be able to recognize word families, the formation of new words by employing prefixes and suffixes.

Writing

The basic words used in reading.

Concept

The student can often determine the gender of 3rd declension nouns by the nominative singular form.

eg. 3rd declension nouns ending in -io are feminine and their very bases are English derivatives: region-, religion-, disputation-, etc.

eg. 3rd declension monosyllabic nouns ending in **x** are feminine except those denoting masculinity.

eg. Monosyllabic nouns in **s** preceded by a consonant are feminine except **mons, pons, fons** and **dens.**

eg. Nouns ending in **tor** or **or** are masculine except **soror, uxor** and **arbor.**

eg. Nouns ending in **men** and short **us** are usually neuter.

Other aids may be recommended by the teacher.

Our Linguistic Heritage From Latin

1. Derivatives from the vocabulary learned

   a. From verb stems and noun bases
   b. Suffixes
   c. Prefixes (usually derived from Latin prepositions) along with the phenomenon of assimilation.
      eg. **ad + sumptus assumptus**

2. Latin expressions used in English.

3. Abbreviations used in English

4. Mottos

5. Proverbs

6. Technical terminology used in various fields

CULTURE

The various manifestations of Roman culture are presented in both Latin and English readings:

1. Family life
2. School
3. Clothing
4. Social life
5. Entertainment
6. Religion
7. Legendary heroes
8. Art and architecture
9. Roads and travel
10. Mythology
11. Government

LEVEL II

PHONOLOGY

Speaking

Continue to stress rules learned in Level I regarding pronunciation.

Mechanical aids, such as tapes, are useful for short drills.

Listening

An effective means of practicing oral Latin is learning, singing or reciting songs, lines of verse, mottos, and brief quotations. Here rhythm aids memory of the sounds.

Reading

Constant practice in reading aloud with increasing ability to phrase sentences in correct thought units.

Concept

Since Latin is almost completely phonetic, correct pronunciation is as aid to correct spelling.

MORPHOLOGY

1. Nouns: irregulars, such as **domus, vis, bos, nemo**; 4th and 5th declension.

2. Pronouns: idem, indefinite pronouns, **aliquis, quidam, quiquam, quisque**

3. Adjectives: comparison; nine irregulars: **alius, alter, ullus, nullus, unus, solus, totos, uter, neuter**; indefinite adjectives.

4. Adverbs: Rev. formation and comparison.

5. Conjugations: subjunctive, active and passive: deponents, semi-disponents; irregular verbs: **eo, fero, fio, volo, nolo, malo**; impersonal; defectives like **coepi**; active and passive periphrastic.

6. Verbals: all infinitives and participles, the gerund and gerundive and supine (optional)

SYNTAX

Nouns and Pronouns--Usage of Cases

1. Nominative: predicate use after **fio, videor, appelor, deligor**.

2. Genitive: with certain adjectives and verbs, with **causa** and **gratia**, genitive of the whole, genitive of description

3. Dative: with certain adjectives, agent, purpose, reference, possessor with compound and intransitive verb.

4. Accusative: subject of infinitive in indirect statement; subjective complement in indirect statement

5. Ablative: ablative absolute, without Latin prepositions, description, respect, degree of difference, cause comparison, separation, with deponents: **fruor, fungor, potior, utor, vescor**

6. Locative: with place construction

Verbs--Use of Subjunctive

1. Adverbial clauses

   a. Purpose, clauses with **ut, ne, qui, quo**
   b. Result clauses with **ut, utnon**
   c. **Cum** clauses: causal concessive, circumstantial
   d. Anticipatory clauses: with **dum**, (while) **antequam, priusquam**

2. Noun clauses

   a. Substantive volitive, desire or purpose, with **ut, ne**
   b. Noun clause of fact or result
   c. Indirect question
   d. Clause following expression of fear or doubt

3. Relative clause of description

4. Independent volitive

Sequence of Tenses--Verbals

1. Gerunds and gerundives, with **ad, causa, gratia,** to express purpose
2. Periphrastic constructions
3. Indirect statement
4. Negative commands

VOCABULARY

1. Increase of vocabulary (1000-1500 words) with special attention to recognition of large number of words in a reading context.
2. Continued study of Latin word formation.
3. Emphasis on recognizing word families.

LINGUISTIC CONTRIBUTIONS

1. Continued study of derivatives based on an expanding vocabulary
2. Word derivation expanded to include word families in English
3. Emphasis on Latin expressions and derivations used in law, medicine, engineering, aviation, science, etc.
4. More abbreviations, phrases, mottos, proverbs, and quotations
5. Study of relation of Romance languages to Latin

CULTURE

In Latin II, Latin readings in many areas will serve as valuable source material for learning about Roman culture. Many of the early readings will be adaptations, but more emphasis is placed on original writings as the student's ability to read improves. Readings include selections from:

1. Ovid--Metamorphoses, myth, and legend

2. Livy--Early History of Rome--under kings, establishment of republic, expansion through Italy, early class struggles, struggles with Hannibal, Polybius

3. Pliny--Letters give an interesting view of personal life of a Roman, politics and government of the day

4. Plautus--Early Roman comedies

5. Selections from *Fabulae Faciles:*

   a. Adventures of Ulysses
   b. Jason and the Argonauts

6. Short narratives based on the Trojan War and adventures of Aeneas

7. Caesar--Commentaries on the Gallic War, account of Roman military expansion into Gaul, German Britain, military organization and strategy; geography; life in lands outside the sphere of Roman civilization.

8. These readings may be supplemented by:

   a. Reading translations of other writings by the above-names authors

   b. Reading additional source material, films, filmstrips, tapes, pictures, and student projects

Specific reference should be made whenever possible to ways in which the influence of Roman culture is evident in Western civilization, especially in America: in literature, in governmental or military concepts, in personal life.

LEVEL III

PHONOLOGY

1. Reading Latin orations with emphasis on rhetorical style

   a. Periodic sentence
   b. Verbs of first and second persons
   c. Imperative
   d. Flexible word order
   e. Transitional devices and connecting relatives
   f. Figures of speech, style and rhetoric
   g. **Clausulae** and **cursus**

2. Reading and scanning poetry aloud with attention to ictus, meter, elision, and quantity of syllables.

3. Writing from dictation in Latin

4. Records and tapes of orations

MORPHOLOGY

1. Nouns

   a. Declension of the irregular nouns **domus, nemo, vis**
   b. Locatives such as **Romae, domi, ruri**

2. Verbs

   a. Conjugation of **malo**
   b. Present imperative of deponent verbs (passive imperative)
   c. Ending of second person singular passive in **-re**; eg. **vocare** instead of **vocaris, sequebare** for **sequebaris**
   d. Future: imperative

3. Figures of speech

   a. archaism
   b. alliteration
   c. anaphora
   d. antithesis
   e. ellipsis
   f. hyperbole
   g. irony
   h. metaphor
   i. metonymy
   j. simile
   k. synecdoche
   l. hendiadys
   m. preterition
   n. personification

4. Prose style: analysis of style of authors read

SYNTAX

1. Nouns

   a. genitive: indefinite value
      with verbs of accusing and condemning
      with verbs of remembering--forgetting description
      with verbs of emotion (**miseret, paenitet, pudet, taedet**, etc.)
      of the whole

   b. dative
      purpose and reference
      with compounds
      with special verbs
      agent with future passive participle

   c. accusative
      exclamation
      plural ending in -is
      adverbial

   d. ablative
      separation
      cause
      respect
      description
      comparison

   e. locative

   f. vocative

2. Verbs

   a. Review of subjunctive: uses from Latin II, noun clauses of result, desire, fact; indirect question; deliberative questions; **cum** clauses; adverbial result and purpose clauses

   b. Conditional clauses: contrary to fact but less vivid, future more vivid

   c. Relative clauses of characteristic

   d. Clauses after verbs of fearing and negative doubt

e. Independent subjunctive (potential, optative)

f. Substantive clauses

1) Indicative with **quod**
2) Subjunctive
   a) with **ut, ne** after verbs of hindering and preventing
   b) causal with **quod, quia** and **quoniam**
   c) **quin** clause with doubt, hindrance, or prevention

g. Historical infinitive

h. Clauses of proviso

i. Relative clause of cause

j. Supine

3. Adjectives

a. As correlatives
b. Special use of **alius** as opposed to **alter**

VOCABULARY

1. Latin word formation: third year word list as compiled by College Entrance Examination Board or the New York Board of Regents

2. English derivatives pertaining to law and nature

SUGGESTED READINGS

1. Orations I and III against Catiline

2. Excerpts from the *Maniliam Law, Pro Archias, De Senectute, De Amicitia, Letters in Verren*

3. Ovid

   a. *Pyramus and Thisbe*
   b. *Daedalus*
   c. *Niobe*
   d. *Philemon and Baucis*
   e. *Daphne and Apollo*
   f. *Midas*
   g. *Phaethon*

4. Sallust

   a. *Catiline*

5. A biography of Cicero

CULTURE

1. Prominent Contemporaries of Cicero

   a. Antony
   b. Augustus
   c. Brutus
   d. J. Caesar
   e. Cassius
   f. Catiline
   g. Cato
   h. Catullus
   i. Pompey
   j. Sallust

2. Roman government in the time of Cicero

   a. The rights of Roman citizens

   b. Civil magistrates

      1) Quaestor
      2) Aedile
      3) Tribune
      4) Censor
      5) Praetor
      6) Consul

   c. Orders of Society

      1) **Senatores**
      2) **Equestris**
      3) **Plebeius**
      4) **Libertini**

LEVEL IV

PHONOLOGY

1. Oral readings of Vergil's dactylic hexameter noting the difference between English use of accent and Latin use of quantity

2. Scanning various meters used by Horace, Catullus and other lyric poets

3. Listening to recordings and viewing filmstrips concerning Vergil's life and works

MORPHOLOGY

1. Greek inflectional forms

2. Occasional variations in Latin form (archaic)

3. Versification and terms of prosody

   a. caesura
   b. dactyl
   c. diaeresis
   d. elision
   e. hexameter
   f. ictus
   g. spondee
   h. systole
   i. hiatus
   j. synizesis
   k. synesis

4. Figures of speech

   a. alliteration
   b. anaphora
   c. anastrophe
   d. assonance
   e. asyndeton
   f. chiasmus
   g. ellipsis
   h. hendiadys
   i. hyperbole
   j. hysteron proteron
   k. litotes
   l. metaphor
   m. metonymy
   n. onomatopoeia
   o. oxymoron
   p. polysyndeton
   q. prolepsis
   r. syncope
   s. synecdoche
   t. tmesis
   u. zeugma

5. Poetic style

   a. analysis of style

   b. types of Latin poetry: epic, narrative, lyric, epigram

SYNTAX

Syntax common in Latin poetry

1. Nouns

   a. Nominative

      1) as subjective of historical infinitive
      2) in exclamations

   b. Genitive

      1) limiting
      2) with adjectives and participial adjectives
      3) with neuter adjectives or participles used substantively
      4) with verbs of plenty and want

   c. Dative

      1) agent with passive voice
      2) place to which, limit of motion, purpose
      3) association with verbs meaning agree with, mix, unite, compare, resemble, struggle with, fight with, etc.
      4) with compound verbs and compound adjectives
      5) ethical

   d. Accusative

      1) specification
      2) with verbs properly intransitive (cognate accus.)
      3) limit of motion without a preposition
      4) exclamations as subject of infinitive
      5) with middle voice

   e. Ablative: in place constructions without a preposition

2. Verbs

   a. Tenses

      1) narrative present
      2) perfect of instantaneous action

   b. Voice: middle voice

   c. Imperative: prohibitions in second person with ne

d. Infinitive

1) to express purpose
2) in exclamations
3) with adjectives

e. Participle: past participle with present force

VOCABULARY

1. Word study derivatives

2. Fourth Year Word List as compiled by College Entrance Examination Board or New York Board of Regents

SUGGESTED READINGS

1. Vergil: The *Aeneid*, Books I, II, IV, VI, and others as time permits

2. Other Latin poets as determined by time and class

a. Ovid
b. Catullus
c. Horace
d. Martial

CULTURE

1. Background material--Content of the *Aeneid*

a. As a literary masterpiece, influence on Chaucer, Spenser, Shakespeare, Milton, Dryden, Tennyson
b. Characters and mythological figures
c. Geography

2. History of Latin Poetry

a. Life and works of Ovid, Catullus, Martial, Horace, and Vergil

b. Augustan Age--cultural, literary and political aspects pertaining to the poetry

c. Influence of Latin poetry on later period poets

APPENDIX

USEFUL CLASSROOM EXPRESSIONS

FRENCH

Both the formal, plural and the familiar, singular commands are provided.

Please speak French!	Parlez (Parle) français, s'il vous (te) plaît!
In French, please.	En français, SVP.
Translate.	Traduisez (Traduis).
Speak louder, please.	Parlez (Parle) plus fort.
Look here.	Regardez (Regarde) ici (voilà, voici).
Listen and repeat.	Écoutez (écoute) et répétez (répète).
All together.	Tous ensemble.
Once more.	Encore.
That's it (right).	Oui, c'est ça.
Very good.	Très bien.
Pay attention.	Faites (fais) attention.
Be quiet.	Taisez-vous (Tais-toi).
Raise your hand.	Levez (Lève) la main.
Read aloud.	Lisez (Lis) à haute voix.
Ask Marie how she is.	Demandez (Demande) à Marie comment elle va.
Tell Marie to go to the chalkboard.	Demandez (Demande) à Marie d'aller au tableau.
Answer my question.	Répondez (Réponds) à ma question.
Prepare...	Préparez-vous (prépare-toi)...
Open your books to page...	Ouvrez (Ouvre) vos (tes) livres à la page...

FRENCH (Cont.)

Close your books.	Fermez (Ferme) vos (tes) livres.
Go to the chalkboard.	Allez (Va) au tableau.
Take out your papers.	Prenez (Prends) vos (tes) papiers (feuilles de papier).
I'm returning your papers.	Je vous rends les papiers.
Put away your books.	Rangez (Range)/Remettez (Remets) vos (tes) livres.
Practice...	Pratiquez (Pratique)...
Study...	Étudiez (Étudie)...
Copy...	Copiez (Copie)...
Write...	Écrivez (Écris)...
Explain...	Expliquez (Explique)...
Memorize...	Apprenez (Apprends) par coeur...
Choose a partner.	Choisissez (Choisis) un partenaire.
Divide into groups, please.	Divisez-vous en groupes SVP.
Play (Take) the part of...	Jouez (Joue) le rôle de...
Replace the noun with a pronoun.	Remplacez (Remplace) le nom avec un pronom.
That's enough for today.	C'est tout (Cela suffit) pour aujourd'hui.
It's your turn.	À vous (À toi)./ C'est votre (ton) tour.
Put your gum in the wastebasket.	Mettez votre (Mets ton) chewing gum dans la corbeille.
Please.	S'il vous (te) plaît.
Thank you.	Merci bien /beaucoup.
You're welcome.	De rien./Je vous en prie./Pas de quoi.
What does ... mean in English?	Que veut dire ... en anglais?

FRENCH (Cont.)

How do you say that in English?	Comment dit-on ça/cela en anglais?
How do you say ... ?	Comment dit on ... ?
Do you understand?	Vous comprenez? (Tu comprends)?
I understand.	Je comprends.
I don't understand.	Je ne comprends pas.
I know.	Je sais.
I don't know.	Je ne sais pas.
Do you have any questions?	Avez-vous (as-tu) des questions?
The answer is...	Voici la réponse...
Next time...	La prochaine fois...
First...	D'abord...
Last...	Finalement...
No, not yet.	Non, pas encore.
What time is it?	Quelle heure est-il?
May I sharpen my pencil?	Puis-je (Est-ce que je peux) tailler mon crayon?
May I go to my locker/the bathroom/the office?	Puis-je (Est-ce que je peux) aller à mon casier/aux toilettes/au bureau?
Slower, please.	Plus lentement, SVP.
Repeat, please.	Répétez (répète) SVP.

GERMAN

The formal and the familiar singular and plural commands are provided.

Please speak German.	Bitte, sprechen Sie (Sprich/Sprecht) Deutsch!
In German, please.	Auf deutsch, bitte.
Translate...	Übersetzen Sie (Übersetze/ Übersetzt), bitte!
Speak louder, please.	Lauter, bitte./Sprechen Sie (Sprich/Sprecht) lauter!
Look here.	Schauen Sie (Schau/Schaut) mal.
Listen and repeat.	Hören Sie (Hör/Hört) mal zu und wiederholen Sie (wiederhole/wiederholt)!
All together.	Alle zusammen.
Once more.	Noch einmal.
That's it (right).	Richtig. /Das stimmt.
Very good.	Sehr gut./Prima.
Pay attention.	Passen Sie (Paß/Paßt) auf, bitte!
Be quiet.	Seien Sie (Sei/Seid) ruhig./Ruhe.
Raise your hand.	Heben Sie (Heb/Hebt) die Hand.
Read aloud.	Lesen Sie (Lies/Lest) mal vor.
Ask Marie how she is.	Fragen Sie (Frag/Fragt) Marie, wie es ihr geht!
Tell Marie to go to the chalkboard.	Sagen Sie (Sag/Sagt) Marie, sie soll an die Tafel gehen!
Answer my question.	Antworten Sie (Antworte/ Antwortet) auf meine Frage, bitte!
Open your books to page...	Schlagen Sie (Schlag/Schlagt) Seite ...im Buch auf!

GERMAN (Cont.)

Prepare...	Bereiten Sie sich (Bereite dich/Berietet euch) vor.
Close your books.	Machen Sie Ihre (Mach dein [Buch]/Macht eure) Bücher zu!
Go to the chalkboard.	Gehen Sie (Geh/Geht) an die Tafel, bitte!
Take out your papers.	Nehmen Sie Ihre (Nimm deine/ Nehmt eure) Papiere heraus!
Practice...	Üben Sie (Übe/Übt)...
Study...	Studieren Sie (Studiere/ Studiert)...!
Write...	Schreiben Sie (Schreib/ Schreibt)...!
Explain...	Erklären Sie (Erkläre/ Erklärt)!
Memorize...	Lernen Sie (Lerne/Lernt) es auswendig!
Choose a partner.	Suchen Sie (Suche/Sucht) einen Partner aus!
Divide into groups.	Bilden Sie (Bilde/Bildet) Gruppen!
Replace the noun with a pronoun.	Ersetzen Sie (Ersetze, Ersetzt) das Nomen durch ein Pronomen.
Play (Take) the part of...	Spielen Sie (Spiel/Spielt) die Rolle von...
That's enough for today.	Das ist genug/alles für heute.
It's your turn.	Sie sind (Du bist/Ihr seid) an der Reihe.
Put your gum in the wastebasket.	Kaugummi in den Korb, bitte.
Please.	Bitte.
Thank you.	Danke./Danke schön.
You're welcome.	Bitte. /Bitte schön.
What does ... mean in English?	Wie heißt ... auf englisch?

GERMAN (Cont.)

How do you say?	Wie sagt man...
Do you understand?	Verstehen Sie (Verstehst du/ Versteht ihr)?
I understand.	Ich verstehe.
I don't understand.	Ich verstehe nicht.
I know (I know that...)	Ich weiß (Ich weiß, daß...)
I don't know.	Das weiß ich nicht.
Do you have any questions?	Hat jemand Fragen?
The answer is...	Die Antwort ist...
Next time...	Das nächste Mal...
First...	Zuerst/erstens...
Last...	Zuletzt...
No, not yet.	Nein, noch nicht.
What time is it?	Wieviel Uhr ist es?
May I sharpen my pencil?	Darf ich meinen Bleistift spitzen?
May I go to my locker/the bathroom/the office?	Darf ich zum Schliessfach/zur Toilette/zum Büro gehen?
Slower, please.	Langsamer, bitte!
I'm returning your papers.	Ich gebe Ihnen Ihre (dir diene, euch eure) Papiere zurück!
Repeat...	Noch einmal, bitte...

LATIN

Please speak Latin.	sī vīs, loquere Latīne
In Latin	Latīnē
Translate...	transfer
Speak louder.	loquere māiore cum vōce
Look here.	inspice hīc; ecce
Listen and repeat.	audī et repete
All together.	una; omnēs
Once more.	iterum
That's it (right).	itā est (bene)
Very good.	optimē
Pay attention.	operam dā (with dative)
Be quiet.	tacē, tacēte
Raise your hand.	manum tolle
Read aloud.	lege magnā cum vōce
Ask Marie how she is.	rogā Mariam quōmodo valeat
Tell Marie to go to the chalkboard.	mitte Mariam ad tabulam nigram dīc Mariae ut ad tabulam eā
Please go to the chalkboard.	sī vīs, ī ad tabulam nigram
Put away your books.	remitte librōs
Take out your papers.	cartās excipite, extrahite
Answer (my question).	respondē (meae quaestionī)
Open (close) your books to page...	aperī (operī) librōs ad paginam
Prepare...	parā
Practice...	exercē
Study...	studē

LATIN (Cont.)

Copy...	transcrībe
Write...	scrībe
Explain...	explicā (sensum)
Memorize...	memoriā tenē
Choose a partner.	ēlige (socium)
Divide into groups.	in partēs dīvide
Play (Take) the part of...	age nunc
Replace the noun with a pronoun.	utere pronōmine
That's enough for today.	satis est hodiē.
It's your turn.	tibi licet nunc (age Maria nunc)
Please.	sī vīs
Thank you.	grātiās tibi agō
You're welcome.	nihil est
What does ... mean in English?	quid est ... Anglice
How do you say ... ?	quōmodo dīcitur
Do you understand? Do you understand me?	tenēsne sensum/tenēsne mē
Yes! Yes indeed.	itā! utīque!
I know, I don't know.	sciō, nesciō
Do you have any questions?	habēsne quaestiōnēs aliquās
The answer is...	respōnsum est
Next time...	posteā
First...	prīmus (-a)
Last...	ūltimus (-a)
No, not yet.	minimē, nōndum
What time is it?	quota hōra est

LATIN (Cont.)

May I go out?	licetne mihi exīre
Good by!	valē
Hi!	avē

SPANISH

Both the formal, plural and familiar, singular commands are provided.

Please speak Spanish.	Hablen (Habla) expañol, por favor.
In Spanish.	En español.
Translate.	Traduzcan (Traduce).
Speak louder.	En voz más alta.
Look here.	Miren (mira) aquí.
Listen and repeat.	(Escuchen (Escucha) y repitan (repite).
All together.	Juntos
Once more.	Otra vez.
That's it (right).	Eso es.
Very good.	Muy bien.
Pay attention.	Presten (Presta) atención.
Be quiet, please.	Silencio, por favor.
Raise your hand.	Levanten (Levanta) la mano.
Read aloud.	Lean (Lee) en voz alta.
Ask Marie how she is.	Pregúntenle (Pregúntale) a María cómo está.
Tell Marie to go to the chalkboard.	Díganle (Dile) a María que vaya a la pizarra.
Answer the question.	Respondan (Responde) a la pregunta.
Prepare...	Preparen (Prepare)...
Open your books to page...	Abran (Abre) su (tu) libro a la página...
Close your books.	Cierren (Cierra) su (tu) libro.
Go to the chalkboard.	Vayan Uds (Ve) a la pizarra.

SPANISH (Cont.)

Take out your papers.	Saquen Uds. (Saca) sus (tus) papeles.
I'm returning your papers.	Les (te) devuelvo sus (tus) papeles.
Practice...	Practiquen (Practica)...
Study...	Estudien (Estudia).
Copy...	Copien (Copia)...
Write...	Escriban (Escribe)...
Explain...	Expliquen (Explica)...
Memorize...	Aprendan Uds. (Aprende) de memoria...
Choose a partner.	Escojan Uds. (Escoge) un compañero.
Divide into groups.	Divídanse en grupos.
Play (Take) the part of...	Hagan Uds. (Haz) el papel de...
Change the noun to a pronoun.	Cambien Uds. (Cambia) el sustantivo al pronombre.
That's enough for today.	Eso es bastante para hoy.
It's your turn.	Les (Te) toca el turno.
Put your gum in the wastebasket.	Pongan Uds. (Pon) los chicletes en la papelera.
Please.	Por favor.
Thank you.	Gracias./Muchas gracias.
You're welcome.	De nada./No hay de que.
What does ... mean?	¿Qué quiere decir ...?
How do you say ... ?	¿Cómo se dice ... ?
Do you understand?	¿Entienden Uds? (¿Entiendes?) ¿Comprenden Uds? (¿Comprendes?)
I understand.	Entiendo./Comprendo.
I know. I don't know.	(Yo) sé. No sé.

SPANISH (Cont.)

Do you have any questions?	¿Tienen Uds. (Tienes) unas preguntas?
The answer is...	La respuesta es...
Next time...	La próxima vez...
First...	Primero...
Last...	Último...
No, not yet.	No, todavía no.
What time is it?	¿Qué hora es?
May I sharpen my pencil?	¿Puedo/Podría usar el cortalápices/sacapuntas?
May I go to my locker/the bathroom/the office?	Puedo/Podría ir a mi cajón/(mi guardarropas)/los sanitarios (los servicios, el WC, el baño)/la oficina?
Slower, please.	Más despacio, por favor.
Repeat, please.	Repitan Uds. (Repite), por favor.

RESOURCES

The following section is a list of companies, organizations and foundations that have materials or services useful to foreign language teachers. **Listing in this appendix in no way implies endorsement by the North Dakota Foreign Language Advisory Council or the Department of Public Instruction.**

The authors relied heavily on a booklet published for German teachers by Dr. Leroy Oberlander. Dr. Oberlander was assisted in his efforts by Kathy Fowler and Jewell Roehl. This booklet which contains a more complete description of the offerings of those companies that deal with products for German classes can be obtained by contacting:

Dr. Leroy Oberlander
Modern Language Department
Dickinson State University
Dickinson, ND 58601

TEXTBOOK, REALIA AND SUPPLEMENTARY

The following companies have materials in various languages.

Adler's Foreign Books, Inc. 28 W. 25th Street New York, NY 10010	Book importer.
Allyn and Bacon	See Prentice-Hall.
Amsco School Publications, Inc. 315 Hudson Street New York, NY 10013	Readers, Workbooks in French, German, Spanish, Latin and Italian.
Applied Business TeleCommunications Box 1506 San Ramon, CA 94583 (415) 820-5563	*Teleconference* magazine and *EdNet* newsletter, articles on distance learning, annual conference on distance education.
Arteric International PO Box 14011 Dinkytown Station Minneapolis, MN 55414	Games for the foreign language classroom.
Audio-Forum 96 Broad Street, Room 1185 Guilford, CT 06437 (203) 453-9794	Cassette foreign language courses, literature and culture cassettes.

Audio-Lingual Educational Press 22 Vernon Valley Road E. Northport, NY 11731-1492	Audiovisual, software in French, Spanish, German, Latin, Italian, Russian, Hebrew, Arabic and English.
Audio-Visual Center University of Iowa Iowa City, IA 52242	Film rentals.
Audio-Visual Services Kent State University Kent, OH 44242	Film rentals.
Azure Distributors, Inc. 45-25 235th Street Douglaston, NY 11362	Audiovisual in French, Spanish, Games, Realia, maps.
Barron's Educational Series 113 Crossways Park Drive Woodburg, NY 11797	Texts, dictionaries and study aids in a variety of languages.
Berlitz Language Centers, Inc. 866 Third Avenue, 27th Floor New York, NY 10022	Programs and tapes in a variety of languages. Tapes for travelers.
Bilingual Books, Inc. 6018 Seaview Avenue NW Seattle, WA 98107 (206) 789-7544	Supplemental programs, children's books.
Bremen House, Inc. 220 E. 86th Street New York, NY 10028-3098	Records, calendars, supplies from Europe, catalog of classical music.
Brigham Young University David M. Kennedy Center for International Studies 280 N HRCB Provo, UT 84602 (801) 378-6528	Four page cultural capsules briefly describing greetings, etiquette, gestures of about 90 cultures.
Cambridge Educational Press Box 251 Huntington Station, NY 11746	Basal courses and supplementary texts in a variety of languages.
Cara International References Inc. 133 Bennett Avenue Yonkers, NY 10701 (914) 969-2010	Encyclopedias and dictionaries in many languages.
Cartridge King 825 West End Avenue New York, NY 10025 (212) 749-0961	Multistandard video equipment, videotapes.

Champs-Elysées Schau ins Land Puerta del Sol P.O. Box 158067 Nashville, TN 37215-8067 1-800-824-0829	Monthly newspaper with accompanying audio tape. Current activities, people, culture direct from France, Germany, Spain.
Les Chemises de l'Escargot 2400 N. Atlantic Peoria, IL 61603	T-shirts. (All languages.)
Children's Book and Music Center PO Box 1130 Santa Monica, CA 90406-1130	Multicultural and foreign language materials, language courses.
Cole USA PO Box 1717 Pasadena, TX 77501 1-800-448-COLE	ESL, Bilingual Realia, games, computer software.
Conduit Educational Software The University of Iowa Oakdale Campus Iowa City, IA 52242 (319) 335-4100	Software to accompany specific foreign language texts.
Continental Book Company 80-00 Cooper Avenue, Bldg. #29 Glendale, NY 11385	Textbooks and Supplemental readers, dictionaries, etc. in several languages.
Corson Associates, Inc. PO Box 3288 Alexandria, VA 22302	Compact programs for upper-level language learning in French, German and Spanish.
Creative Edge, Inc. The Magnetic Way 2495 No. Forest Amherst, NY 14068 1-800-626-5052	Magnetic overlays for visual, tactile, and spatial stimuli.
D. C. Heath and Co. 125 Spring Street Lexington, MA 02173 1-800-334-3284	Text, components, software in Spanish, French, German, Italian and Latin.
EMC Publishing 300 York Avenue St. Paul, MN 55101 1-800-328-1452	Complete programs and supplementary materials, readers, video cassettes, software.
Educational Audio-Visual, Inc. 17 Marble Avenue Pleasantville, NY 10570	Audiovisual and computer software for Spanish, French, German, Russian, Italian and Latin.

Educational Extension System World Calendar PR Box 11045 Cleveland Park Station Washington, DC 20008	World calendar in six languages, maps including holidays and time zone maps.
Educational Filmstrips and Video 1401 - 19th Street Huntsville, TX 77340 (713) 295-5767	Filmstrips in French, German, Latin, Italian, and Spanish.
Educational Publishing Division Rand McNally and Company PO Box 7600 Chicago, IL 60680	Maps printed in English or other languages. Review grammar books.
Educators' Guide to Free Films Educators' Progress Service, Inc. Randolph, WI 55956	Source of free films. Subscription to guide is available for fee.
Educators' Publishing Service 75 Moulton Street Cambridge, MA 02238	Grammar review exercises.
Encore Filmstrips 1235 S. Victory Blvd. Burbank, CA 91502	Filmstrips.
Encyclopedia Britannica Educational Corp. (EBE) 425 N. Michigan Avenue Chicago, IL 60611 (312) 321-6800	Programs, audiovisual materials in French, Spanish and Latin.
Exsym 7016 Dellwood Road NE Albuquerque, NM 87110	Software.
Facets Video 1517 West Fullerton Avenue Chicago, IL 60614 1-800-331-6197	Foreign films on video from 29 countries.
Films for the Humanities PO Box 2053 Princeton, NJ 08543 1-800-257-5126	Full-length films, video cassettes, filmstrips, purchase, rental.
Films, Inc. 1144 Welmeete Avenue Welmeete, IL 60611 1-800-323-1406	Full-length feature films, videos.

Films Incorporated Educational Division 5547 N. Ravenswood Avenue Chicago, IL 60640-9979 1-800-323-4222	Video series from the BBC in a variety of languages.
FLAG Enterprises PO Box 322 Waupaca, WI 54981	Computer and other games for the foreign language class.
Folkway Records 43 W. 61st New York, NY 10023	Records and cassettes of folk music, stories, language instruction sets.
Foreign Candy Co. RR 1, Box 37A Hull, IA 51239-9799 1-800-831-8541	Candy for fund raising or class, realia.
The French and Spanish Book Corporation 115 Fifth Avenue New York, NY 10003 (212) 673-7400	Books, magazines and guides in French and Spanish.
Friends of International Education PO Box 4800 Washington, DC 20008 (202) 363-8510	Bibliographies for teaching Arabic, Chinese, Japanese and Russian as foreign languages.
Gessler Publishing Co., Inc. 900 Broadway New York, NY 10003-1291 (212) 673-3113	Realia, software, audiovisuals, classroom aids in French, Spanish, German, Italian, Latin, ESL.
Global Perspectives in Education National Council on F.L. and International Studies 45 John Street, Suite 1200 New York, NY 10038 (212) 732-8606	Literature on global perspective, papers, resource books, curriculum materials, information on materials from abroad.
Goldsmith's Music Shop Applause Learning Resources 85D Longview Road Port Washington, NY 11050-3099	Texts, audiovisual, music, realia, games, in a variety of languages.
Harcourt, Brace, Jovanovich 7555 Caldwell Avenue Chicago, IL 60648	Texts and supplementary materials in French, German, Russian, Spanish and Latin.

Harper and Row 10 East 53rd Street, Suite 3D New York, NY 10022 1-800-722-2031	Texts, supplementary materials and graded readers.
Hatier Didier, USA 3160 "O" Street NW Washington, DC 20007	French and Spanish supplementary materials.
Heinle & Heinle Publishers, Inc. 20 Park Plaza Boston, MA 02116 1-800-237-0053	Complete texts and programs.
Holt, Rinehart and Winston CBS Educational and Professional Publishing 383 Madison Avenue New York, NY 10017 (212) 872-2000	Texts and supplementary materials in Spanish, French, German and Italian.
Houghton Mifflin 1900 S. Batavia Avenue Geneva, IL 60134 1-800-323-5663	Texts, software and supplementary materials in German, Italian, Spanish, French and ESL.
ILS Tapes 1313 SE 5th Street, Suite 105 Minneapolis, MN 55414 (612) 379-8110	Cassette tapes present guided tours in French, Spanish and German.
Intercultural Press PO Box 768 Yaramouth, ME 04096 (207) 846-5168	Books and audiovisuals on global intercultural topics, culturgrams.
International Calendar 4694-L Alvarado Canyon Road San Diego, CA 92120	Calendars, memo pads, posters, fund-raising.
International Film Bureau, Inc. 332 S. Michigan Avenue Chicago, IL 60604-4382 (312) 427-4545	Audiovisual materials for Spain Germany, France, Latin America, Ancient Greece and Rome.
International Language Villages Concordia College Moorhead, MN 56560	Weekend and summer camps in a wide variety of languages.
International Linguistics Corp. 401 W. 89th Street Kansas City, MO 64114 (816) 941-9797	Audiovisual courses in English, Spanish, French, German and Russian. Classroom aids.

JAG Publications 11288 Ventura Blvd., #301-F Studio City, CA 91604	Reproducible cartoons for use in foreign language classrooms.
JEM Communications, Inc. 49 W. 38th Street, Suite 1500 New York, NY 10018 (212) 840-7830	Video cassettes, records.
John Benjamin's Publishing Co. 1 Buttonwood Square Philadelphia, PA 19130 (215) 564-6379	Books on linguistics, literature, philology, semiotics, art and cultural history, classical studies.
John Wiley and Sons, Inc. 605 Third Avenue New York, NY 10158	Textbooks, cultural readers, etc.
The Kiosk 19223 DeHavilland Drive Saratoga, CA 95070 (408) 255-3672	Realia for French, Spanish, German, and Italian.
Langenscheidt Publishers, Inc. 46-35 54th Road Maspeth, NY 11378 (718) 784-0055	Texts and teaching materials, pocket and bilingual dictionaries.
The Language School 919 Fourth Avenue Seattle, WA 98104	Cassettes providing foreign language instruction for adults and children.
Lingo Fun PO Box 486 Westerville, OH 43081 (614) 882-8258	Shirts, stickers, book covers, buttons, software in French, Spanish, German, Latin and other languages. Software dealer.
Longman, Inc. 95 Church Street White Plains, NY 10601 (914) 993-5000	Basal programs, readers, FLES, adult materials in French, Spanish, German and Latin.
McGraw-Hill Mid-Continent Regional Office 13955 Manchester Road Manchester, MO 63011 (314) 256-2230	Spanish and French programs through third level, with ancillaries and software.
MacMillan Publishing Company 866 Third Avenue New York, NY 10022 1-800-428-3750	Textbooks, complete programs.

Midwest European Publications (MEP) 915 Foster Street Evanston, IL 60201 (312) 866-6262	Magazines and children's books in French, German, Spanish, Latin, Italian, and English.
Monterey Institute of Int. Studies PO Box 1978 Monterey, CA 93940 1-800-824-7235	Video "The World Says Welcome" giving reasons to study foreign language.
National Association of Independent Schools (NAIS) 4 Liberty Square Boston, MA 02109	Readers; workbooks, curriculum.
National Audio-Visual Center 8700 Edgeworth Drive Capital Heights, MD 20743-3701	Cultural audio cassettes and video cassettes.
National Gallery of Art Department of Extension Programs Washington, DC 20565	Free loan films, slides, videos.
National Textbook Company 4255 W. Touhy Avenue Lincolnwood, IL 60646-1975 1-800-323-4900	Texts, readers, resources, audiovisuals, pedagogical materials in a variety of languages.
Nature Method Institute 19 Marble Avenue Pleasantville, NY 10570	Exercise books, grammar, readings.
Newbury House Publishers, Inc.	See Harper and Row.
North Dakota State Film Library Division of Independent Study Box 5036, University Station Fargo, ND 58105-5036	Film rental.
North Dakota State Library Liberty Memorial Bldg. Capitol Grounds Bismarck, ND 58505	Cassettes and filmstrips on cultural background of North Dakota, loan basis.
Northeast Conference Media PO Box 623 Middlebury, VT 05753-0623 (802) 388-4017	Cassettes and books on pedagogy, culture, and language. Posters, FL week kits.
The Old Poster Peddler 2820 Villageside Drive Santa Rosa, CA 95405	Realia and posters.

The Olivia and Hill Press, Inc. PO Box 7396 Ann Arbor, MI 48107 (313) 663-0235	English grammar for students of foreign language.
OmegaMedia 179 East 100 South Orem, UT 84058 (801) 226-8023	Software for the Apple II series.
Orbis Publications 1105 Lantana Drive PO Box 42669 Los Angeles, CA 90042 (213) 258-6348	ESL, bilingual dictionaries, Spanish program.
Orsa Publications 22 Vernon Valley Road East Northport, NY 11731	Audiovisual, software and teacher aids in French, German, Spanish ESL, Latin and Italian.
PICS The University of Iowa 266 International Center Iowa City, IA 52242 1-800-ALL-CALL	Authentic foreign video materials, weekly anthology from European television.
Poster Pals M.P.O. Box 883 Niagra Falls, NY 14302-0883	French and Spanish posters.
Prentice-Hall/Allyn and Bacon Educational Book Division Englewood Cliffs, NJ 07632	Foreign language texts in Spanish and Latin.
Pro-Lingua Associates 15 Elm Street Brattleboro, VT 05301	Resource materials, supplementary material for ESL, French, Spanish and German.
RAM Graphics State Road 9 S. PO Box 114 Alexandria, IN 46001	Shirts, stickers, writing, posters in French, Latin and Spanish.
Radio Canada International Case Postale 6000 PO Box 6000 Montréal, Canada H3C3A8	Listing of programs in other languages. Information about radio broadcasting.
Random House 2970 Brandywine, Suite 201 Atlanta, GA 30341 1-800-241-9489	Texts and complete programs.

The Reading Laboratory, Inc. Content Materials Division PO Box 28 Georgetown, CT 06829	Filmstrips on ancient civilizations in Europe and the Americas.
Real World Cassette Program PO Box 94 Needham Heights, MA 02194	French and Spanish radio-TV commercials public service announcements on cassette tape, script.
Regents Publishing Co., Inc. 2 Park Avenue New York, NY 10016 1-800-822-8202	Texts, supplementary materials for Spanish, French, German, Chinese and ESL.
Schaum's Outline Series McGraw-Hill Book Co. 1221 Avenue of the Americans New York, NY 10020	Outline series in vocabulary and grammar.
Scholastic 2931 East McCarty Street PO Box 3710, Dept. 4009 Jefferson City, MO 65102-9957	Scholastic magazines for supplementary classroom use, various levels.
Schoolhouse Software PO Box 1147 Elk Grove, IL 60007	Software in a variety of languages.
Scott-Foresman Co. 1900 E. Lake Avenue Glenview, IL 60025 (312) 729-3000	Textbooks, readers in French, Spanish and Latin.
Scribner-Laidlaw Educational Publishers 5602 Elmwood Avenue, Suite 101 Indianapolis, IN 46203 (317) 7833-1095	Programs, readers for Spanish students.
Sellos 4450 SW 107th Beaverton, OR 97005 (503) 644-4902	Foreign language rubber stamps.
Smile Press PO Box 5451 Madison, WI 53705 (608) 836-8048	Posters, mobiles, folders, stickers, buttons, t-shirts, etc.
Sumo Publications 1005 Debra Lane Madison, WI 53704 (608) 274-3685	Activity and methods sources, posters, rubber stamps, card games, t-shirts, etc.

Swank Motion Pictures, Inc. 201 S. Jefferson St. Louis, MO 63103	Films.
Al Tamayo ABF Computer Management Systems Hartley Distributor PO Box 1271 Dickinson, ND 58602	
Teacher's Discovery 1130 E. Big Beaver Road Troy, MI 48084	Video cassettes, shirts, classroom aids in French, German and Spanish.
The Thrift Press PO Box 85 Ithaca, NY 14851	Materials, realia and learning aids.
Trans-European Student Programs 333 - 16th Avenue NE Jamestown, ND 58402-1485 (701) 252-6630	Video catalog listing 5000 titles in a variety of subjects dealing with countries, multi-standard VCR.
Trans-World Films, Inc. 332 S. Michigan Avenue Chicago, IL 60604	Films.
Los Tres Amigos 3935 E. Broadway, Ste 119 Long Beach, CA 90803	Learn-a-language calendars.
Tutor/Tape 107 France Street Toms River, NJ 08753 (201) 270-4880	Language tutorial, language class in a variety of languages.
UNICEF 1 Children's Boulevard Ridgely, MD 21685 1-800-553-1200	Greeting cards, calendars, gifts.
Vedette Visuals 4520 - 58th Avenue W. Tacoma, WA 98466	French/Spanish videos and postcards/posters.
Visual Education Association 581 W. Leffel Lane PO Box 1666 Springfield, OH 45501 1-800-543-5947	Foreign language flash cards, and cards with cassettes.
West Glen Films West Glen Communications 1430 Broadway New York, NY 10018	Films.

J. Weston Walsh PO Box 658 Portland, ME 04104-0658	Audiovisual, teacher aids, software in French, Spanish, ESL. Assorted aids for all languages.
Wible Language Institute 24 S. 8th Street Allentown, PA 18105	Audiovisual, software, teacher aids for French, Spanish, German, Italian, Latin Bilingual.
World Press 135 W. 29th Street New York, NY 10001 (212) 695-8787	Maps, buttons, caps, posters, stickers, etc.
Yale Book Company Ltd. Educational Publications PO Box 190 Desbarats, Ontario Canada P0R 1E0 705-782-6772	Books, activities, dictionaries, LOEB Classical Library, atlas.

LANGUAGE LABS

Colborn's
Tony E. Schell
PO Box 906
Glendive, MT 59330

Educational Media
12400 N. Santa Fe
Oklahoma City, OK 73114
1-800-654-8428

Education Electronics Corporation (Sony)
PO Box 339
Inglewood, CA 90306-0339
1-800-553-7669

P/H Electronics Inc.
117 E. Helena Street
Dayton, OH 45404
1-800-336-2219

Sony Communications Products, Inc.
10833 Valley View Street
PO Box 2100
Cypress, CA 90630
1-800-635-SONY

Tandberg Language Labs
One Labriola Court
Armonk, NY 10504
1-800-367-1137

Telex Communications
9600 Aldrich Avenue S.
Minneapolis, MN 55420

STUDY, WORK AND TRAVEL ABROAD

AATG 523 Bldg., Route 38 Cherry Hill, NJ 08034	German.
AFS International/Intercultural Programs 313 E. 43rd Street New York, NY 10017	Exchange programs, work programs.
Academic Travel Abroad Inc. 1346 Connecticut Avenue NW Washington, DC 20036	
Adventures in Real Communication 4162 Giles Road Chagrin Falls, OH 44022 (216) 247-4214 (216) 781-6400	Long- and short-term homestay focused travel study programs.
American Field Service 313 East 43rd Street New York, NY 10017 1-800-AFS-INFO	Long- and short-term school attendance homestay exchanges, special short-term travel/study programs.
American Council for International Studies ACIS 19 Bay State Road Boston, MA 02215 (617) 236-2051	Group travel/study programs.
American Heritage Association PO Box 425 Lake Oswego, OR 97034 (503) 635-3703	Short-term homestay exchanges and travel-study tours.
American Institute for Foreign Study AIFS 102 Greenwich Avenue Greenwich, CN 06930 1-800-243-4567	Long- and short-term homestay school attendance exchanges and special short-term travel-study programs.
American International Youth Student Exchange Program 200 Round Hill Road Tiburon, CA 94920 1-800-327-9187	Long- and short-term homestay school attendance exchange programs.
American Leadership Study Group (ALSG) Airport Drive Worcester, MA 01602 1-800-824-4224 1-800-225-9055	Study/Travel.

American Study Travel Abroad 800 Highway 7 St. Louis Park, MN 55426 1-800-328-6028	Travel to Spanish speaking countries.
American Youth Hostels National Administrative Offices 1332 L Street NW, Suite 800 Washington, DC 20005	
Amigos de las Americas 5618 Star Lane Houston, TX 77057 1-800-231-7796	Summer community service programs in Latin America.
ASSE International Student Exchange Programs 228 North Coast Highway Laguna Beach, CA 92651 (714) 494-4100	Long- and short-term summer homestay school attendance exchanges.
AYUSA International 151 Union Street San Francisco, CA 94111 (415) 434-1212	Long-term homestay school attendance exchanges.
Bike Europe 234 Nickels Arcade Ann Arbor, MI 48104	
Bravo Tours, Inc. 182 Main Street Ridgefield Park, NJ 07660 1-800-272-8674	Cultural tours.
Charles Schlereth Associates PO Box 1309 Midland, MI 48641 1-800-451-3323	Mexico tours.
Children's International Summer Villages, Inc. 1202 Peters Avenue Troy, OH 45373 (513) 335-4640	Special short-term exchange programs for 12- to 15-year-olds.
Citizen Exchange Council 18 East 41st Street, Suite 10-04 New York, NY 10017 (212) 889-7960	Short-term group travel and travel-study programs to USSR.

Council on International Educational Exchange 205 E. 42nd Street New York, NY 10017 (212) 661-1414 (212) 953-6035	International Student Identity Card, study, travel, homestay, school visits.
Cultural Heritage Alliance (CHA) 1835 S. Borad Street Philadelphia, PA 19148 (215) 923-7060	Travel.
Educational Foundation for Foreign Study 1528 Chapala Street Santa Barbara, CA 93101 (805) 963-0553	Long-term homestay school attendance exchange programs.
EF Educational Tours One Memorial Drive Cambridge, MA 02192 1-800-637-8222	Study-travel programs.
Experiment in International Living Kipling Road Brattleboro, VT 05301-0676 1-800-345-2929	Long- and short-term homestay school attendance exchange programs, short-term homestay/ travel, travel-study programs.
Foreign Language/Study Abroad Programs Louise Harbor, Coordinator Box 5409, Grand Central Station New York, NY 10163 (212) 662-1090	
Fullbright Teacher Exchange Program E/ASX, V.S. Information Agency 301 Fourth Street SW Washington, DC 20547	
Global Educational Travel 9100 Coral Way Miami, FL 33165 1-800-327-2015	Student travel.
Horizons Québec Club aventure-voyages 1221,rue Street Hubert Montréal Québec H2L 3Y8 (514) 383-8980 (collect)	Student travel.

IberoAmerican Cultural Exchange Program 13920 - 93rd Avenue NE Kirkland, WA 98034 (206) 821-1463	Professional development, homestay school attendance exchanges, study programs in Spanish-speaking countries.
Interact Travel Seminars 3561 Mardon Lane Green Bay, WI 54303 1-800-523-6701	Travel programs to Spanish speaking countries.
Intercambio Internacional de Estudiantes 3122 Broadway Fargo, ND 58102 (701) 232-1176	Mexico and Central America.
Intercultural Student Experiences (ISE) 31 Water Street Excelsior, MN 55433 (612) 474-2350	Student travel.
International Education PO Box 9590 Madison, WI 53713	
International Language Villages Concordia College Moorhead, MN 56560	Student programs, weekend and summer camps in many languages.
International Travel Study, Inc. 4200 Fourth Street No. St. Petersburg, FL 33703 (813) 525-2096	Long- and short-term homestay travel-study programs.
Instituto de Filogía Hispánica Apartado Postal 144 Pérez Trevino Pte 844 25000 Saltillo, Coahuila, Mexico 841-2-15-11	Study for students and teachers.
Jelarco Educational Travel 917 N. Broadway Rochester, MN 55904 1-800-533-2012	Student travel.
NRCSA 823 N. 2nd Street, Lower Lobby Milwaukee, WI 53203 (414) 278-0631	A consortium of cultural centers, foreign language institutes and universities.

Nacel Cultural Exchanges 510 Tenth Avenue NE PO Box 248 Stewartville, MN 55976 (507) 533-8573	Short-term homestay exchange programs.
Open Door Student Exchange 250 Fulton Avenue PO Box 71 Hempstead, NY 11551 (516) 486-7330	Long- and short-term homestay school attendance exchanges, special short-term study programs.
Phenix International Campuses 7651 North Carolyn Drive Castle Rock, CO 80104 (303) 688-9397	Educational travel programs.
People to People High School Student Ambassador Program 110 Ferrall Street Spokane, WA 99202 (509) 534-0430	Short-term travel and homestays.
Romance Language Institute PO Box 527 Durango, DGO., Mexico	Spanish art and enrichment classes.
School Exchange Service National Association of Secondary School Principals 1904 Association Drive Reston, VA 22091 (703) 860-0200	Group exchanges between schools.
Spanish Heritage Tours 116-53 Queens Blvd. Forest Hills, NY 11375	Student tours, individual and group exchanges.
Youth for Understanding International Exchange 3501 Newark Street NW Washington, DC 20016 (202) 966-6800	Long- and short-term homestay school attendance exchanges and special short-term Washington travel-study programs.
Trans-European Student Programs Box 1485 Jamestown, ND 58402-1485 (701) 252-6630	
Transitions Abroad PO Box 344 Amherst, MA 01004	Magazine dealing with living, education, employment and travel abroad.

Vistas in Education
1422 West Lake Street
Minneapolis, MN 55408
1-800-328-8322, Ext. 104

France.

Wisconsin Language Center Abroad
David Haakenson, Director
Box 53
Elk Mound, WI 54739
(715) 874-5287

Spain.

US Student Travel Services, Inc.
Working Abroad
801 Second Avenue
New York, NY 10017

PEN PALS

Bureau de Correspondence
Scolaire, AATF
57 E. Armory Avenue
Champaign, IL 61820

English Speaking Union
Pen Pals Division
16 East 69th Street
New York, NY 10021

International Pen Pals
PO Box 290065
Brooklyn, NY 11229-0001

League of Friendship
Mount Vernon, OH 43050

L. R. Olwer
PO Box 585
Daly City, CA 94017

Student Letter Exchange
910 Fourth Street SE
Austin, MN 55912
(507) 437-8683

World Pen Pals
World Affairs Center
University of Minnesota
Minneapolis, MN 55455

International Friendship
League, Inc.
22 Batterymarch
Boston, MA 02109

German Pen Pals
International House of
Philadelphia
140 North 15th Street
Philadelphia, PA 19102

International Youth Service
PB 125
SF 20101 Turku 10
Finland

Oficina Nacional
de Correspondencia
Escolar (ONCE, agency of AATSP)
James Fonseca, Director
114 Lee Road
Garden City, NY 11530

Voicepondence Club
PO Box 14452
Long Beach, CA 90814

World Tapes for Education
PO Box 15703
Dallas, TX 75215

OPPORTUNITIES

The following is a list of organizations offering teachers the opportunities to work on independent study projects, publish creative work, or participate in summer programs here and abroad.

Central States Conference
Grant Program
Jody Thrush
3550 Anderson Street
Madison Area Technical College
Madison, WI 53704

Council for Basic Education
Independent Study in the Humanities
CN331
Princeton, NJ 08541-6331

Dow Creativity Center
Northwood Institute
Alden B. Dow Creativity Center
Attn: Carol B. Coppage
(517) 631-1600

Earhart Foundation
Plymouth Bldg.
2929 Plymouth Road
Ann Arbor, MI 48105
(313) 761-8592

Fulbright Teacher Exchange Program
U.S. Information Agency
301 Fourth Street SW
Washington, DC 20547
(202) 485-2555

Kellog Foundation
400 N. Avenue
Battle Creek, MI 49016
(616) 968-1611

National Endowment for the Humanities
NEH State Humanities Councils
Office of Public Affairs
Room 409
Washington, DC 20506
(202) 786-0463

National Foreign Language Center
John Hopkins University
Institute for Advanced Studies
1619 Massachusetts Avenue NW
Fourth Floor
Washington, DC 20036
(202) 667-8100

Opportunities for High School Students
NEH Younger Scholars Program
National Endowment for the Humanities
Room 316
Washington, DC 20506
(202) 786-3280

Program for Cultural Cooperation between Spain and U.S.
34 B Folwell Hall
University of Minnesota
Nine Pleasant Street SE
Minneapolis, MN 55455
(612) 625-9888

Rockefeller Foundation Fellowships
Academic Alliances
Connecticut College
Campus PO Box 2001
New London, CT 06320
(203) 447-7800

U.S. Education Department
Title II
400 Maryland Avenue SW
Washington, DC 20024

U.S. Department of Education
Ms. Lungching Chiao, Coordinator
Washington, DC 20202
(202) 732-3280

PROFESSIONAL ORGANIZATIONS, FORUMS, PUBLICATIONS

Academic Alliances in Foreign Languages and Literatures Ellen Silber, National Coor. Marymount College Tarrytown, NY 10591	National collaborative network of school and college faculty, sponsors Rockefeller Foreign Language Fellowships, newsletter.
American Association of Teachers of French (AATF) University of Illinois 57 East Armory Avenue Champaign, IL 61820	Conference, newsletter, national exam, pen pals, placement service, national awards.
American Association of Teachers of German AATG Administrative Office 523 Guilding, Suite 201 Room 38 Cherry Hill, NJ 08034 (609) 663-5264	Placement information, national test, national awards programs, regional activities, printed material for classroom, audio-visual aids depository, newsletter, periodical.
American Association of Teachers of Spanish and Portuguese, AATSP Mississippi State University PO Box 6349 Mississippi State, MS 39762-6349	Annual conference, materials center, pen pal service, placement service, Honorary Society for students, national examination.
American Classical League Ed Phinney Department of Classics Herter Hall 533 University of Mass. at Amherst Amherst, MA 01003	Annual conference, teaching materials and resource center, journal.
American Council on the Teaching of Foreign Languages, ACTFL 6 Executive Blvd. Upper Level Yonkers, NY 10701 (914) 963-8830	Professional journal, public awareness network newsletter, annual meeting, materials center, alert network, special institutes, workshops, distinguished service awards.
The American Forum 45 John Street, Suite 1200 New York, NY 10038 (212) 732-8606	*Access*, newsletter with information on materials, news, events in foreign language and international education.
Association of Departments of Foreign Languages, ADFL Department S, 10 Astor Place New York, NY 10003-6981	*ADFL Bulletin*, articles and surveys on professional and pedagogical issues, college and universities.

CALICO 3078 JKHB Brigham Young University Provo, UT 84602 (801) 378-6533	Journal with information on application of high technology to the teaching and learning of languages, conference, institutes.
Central States Conference on the Teaching of Foreign Languages, CSCTFL Jody Thrush, Executive Director Madison Area Technical College 3550 Anderson Street Madison, WI 53704 (608) 246-6573	Seventeen-state pedagogical conference in spring, grant programs, award program, coordinating services for state organizations.
ERIC Clearinghouse on Languages and Linguistics Center for Applies Linguistics 1118 - 22nd Street NW Washington, DC 20037 (202) 429-9551	An educational library system, collects, indexes and disseminates conference papers, research reports, curriculum guides and other educational documents.
Foreign Language Association of North Dakota John Ballard, *FLAND News* Editor Dickinson State University Dickinson, ND 58601	*FLAND News*, fall and spring conference, material swap.
Foreign Language Education Forum (FLEFO) Division of CompuServe Contact: Gerard L. Ervin 944 Farnham Road Columbus, OH 43220 (614) 457-2621	An electronic information exchange for the foreign language professional, data library of useful, hard-to-come by information. JNCL/NCLIS access number: 76306,535.
International Association for Learning Labs (IALL) Charles Richardson Executive Director Language Laboratory, Ellis Hall Ohio University Athens, OH 45701	Published *The Journal of Educational Techniques and Technologies*, provides language lab consultations.
Joint National Committee for Languages/National Council for Languages and International Studies (JNCL/NCLIS) 300 I Street NE, Suite 211 Washington, DC 20002 (202) 546-7855	A coalition of language and international studies related organizations created to promote political action, English Plus Clearinghouse, advocates, assesses, monitors activities in foreign language and international studies. Contributions welcome.

Modern Language Association 10 Astor Place New York, NY 10003-6981 (212) 741-5588	Professional conference, support group.
Modern Language Journal David Benseler, Editor 290 B Lee Road West Point, NY 10996	*Modern Language Journal*.
National Committee on Latin and Greek Robert W. LaBouve Texas Education Agency 1701 N. Congress Avenue Austin, TX 78701	
National FLES Commission Dr. Gladys Lipton, Chair University of Maryland/ Baltimore County - M.L.L. Baltimore, MD 21228 (301) 455-2109	Assistance with FLES, FLEX, Immersion programs, program evaluation, workshops.
National Network for Early Language Learning NNELL Marcia Rosenbusch 300 Pearson Hall Iowa State University Ames, IA 50011	Network to facilitate communication and to provide information that will improve public awareness and support for early langauge learning. *FLES News*, newsletter.

Air France
1350 Avenue of the Americas
New York, NY 10019

Alliance Française
527 Madison Avenue
New York, NY 10022

The Annenberg CPB Project — A complete French program with accompanying videos.

Belgium
Consulate General
333 N. Michigan Avenue
Chicago, IL 60601

Canada
Tourisme Canada
235 Queen Street
Ottawa, Ontario, Canada K1A 0H6

Ministère de l'Industrie,
du Commerce et du Tourisme
Direction Générale de Tourisme
710 Place d'Youville
Québec, P.Q., Canada G1R 4Y4

Canadian Embassy
1746 Massachusetts Avenue NW
Washington, DC 20036

Center for Extended Learning
University of Tennessee
420 Communications and
U Extension Bldg.
Knoxville, TN 37996-0300
(615) 974-5134

Videotape series to teach French (K-3).

Comité National des Vins
de France
Suite 310
610 Fifth Avenue
New York, NY 10021

Documentation Français
29-31 Quai Voltaire
74430 Paris France

Food and Wines from
France, Inc.
1350 Avenue of the Americas
New York, NY 10021

Posters on wine and cheese.

France Magazine
4101 Reservoir Road NW
Washington, DC 20007

Free quarterly magazine published by the French embassy.

French American Institute for Int. Studies
Christine Bryant
5151 San Felipe, Suite 1500
Houston, TX 77056

Nonprofit membership organization for French teachers. Magazine, *Pages d' Ecritures*, (examination copy available).

French American Cultural Services and Educational Aid
972 Fifth Avenue
New York, NY 10021
(212) 570-4400

Films, videos and cultural support.

French Embassy
4104 Reservoir Road NW
Washington, DC 20007

French for Fun
4965 Hames Drive
Concord, CA 94521

Books, games, records.

French Government Tourist Office
Suite 430
645 No. Michigan Avenue
Chicago, IL 60611
(312) 337-6301

French Line (CGT)
555 Fifth Avenue
New York, NY 10017

French Government Tourist Office
610 Fifth Avenue
New York, NY 10020

Commissariat Général du Tourisme
127, av.des Champs-Élysées
75008 Paris, France

Mission interministérielle pour le tourisme
17, rue de l'Ingénieur Robert Keller
75740 Paris, France

French National Railroads
610 Fifth Avenue
New York, NY 10020
(212) 582-2816

Gourmet France
9373 Remick Avenue
Los Angeles, CA 91331
1-800-255-7348

Mail order catalog.

Haiti Government Tourist Office
1270 Avenue of the Americas
Suite 508
New York, NY 10020

Le Hit Parade
PO Box 186
New Kingston, PA 17072

Popular music.

Journal Francais d'Amerique
France Today
1051 Divisadero Street
San Francisco, CA 94115

Biweekly newspaper and quarterly newsletter.

Librairie Hachette
79 Blvd. St. Germain
75006 Paris, France

Martinique and Guadeloupe
Caribbean Tourism Association
20 East 46th Street
New York, NY 10017

PLS Publications
Price Lab School
Cedar Falls, IA 50613

Leader's manual for study abroad, software.

Paname Video
Cherokee Station
PO Box 20370
New York, NY 10028-9991
(212) 744-5766

French videos by mail.

Paris Match
Service Abonnement
99, Rue d'Amsterdam
75008 Paris, France

Passion Communications Ltd.
18 Rue du Pont-Neuf
75001 Paris, France

English magazine on Paris.

Pierre Gerardaux
300 Chestnut Street
Middlesex, NJ 08846

Gourmet foods.

Polyglot Productions
PO Box 668
Cambridge, MA 02238-0668

Primarily audiovisual and video tapes.

Services Culturels Français
737 N. Michigan Avenue
Chicago, IL 60611

Simpson-Seras Ltd.
Department 742A
108 Mutual Street
Toronto Canada

Swiss Air
106 S. Michigan Avenue
Chicago, IL 60603

Switzerland
Consulate General
307 N. Michigan Avenue
Chicago, IL 60611

Tahiti Tourist Board
1 Penn Plaza, Suite 2206
New York, NY 10119

U.S. Embassy
2 Avenue Gabriel
75008 Paris, France

GERMAN

AATG
523 Bldg.
Suite 201, Route 38
Cherry Hill, NJ 08034

Printed material, classroom aids, short publications, teaching ideas, slides, tapes.

The Alan Co.
3960 Lindell Blvd.
St. Louis, MO 63108

Periodical called "Das Leben" 6 issues for advanced high school.

The Carl Duisberg Society, Inc.
425 Park Avenue
New York, NY 10022

Congress-Bundestag Youth
Exchange Program
Congress-Bundestag Youth
Exchange Office
3501 Newark Street NW
Washington, DC 20016

Consulate General of the
Federal Republic of Germany
104 South Michigan Avenue
Chicago, IL 60603
(312) 263-0850

Deutsche Welle
Postfach 10-04-44
5000 K81n 1
Bundesrepublik Deutschland
Federal Republic of Germany

Hallo Friends, published bimonthly, dis-German cultural, political and social life. Free on request. List of short wave radio programs.

Embassy of the Federal
Republic of Germany
4645 Reservoir Road, NW
Washington, DC 20007-1998
(202) 298-4000

"Erntracht" Inc.
German Weekly Newspaper
9456 N Lawler Avenue
Skokie, IL 60077

Sample German newspapers printed in America.

German American Partnership
Goethe House New York
1014 Fifth Avenue
New York, NY 10028

German Information Center 950 Third Avenue New York, NY 10022 (212) 888-9840	Weekly news bulletin (free) in English and German, English translations of major speeches, news magazine on tape, films, videos, research, answers by phone.
German Language Consultant Jens-Peter Green Wisconsin Department of Public Instruction 125 South Webster Street PO Box 7841 Madison, WI 53707-7841	Language and cultural consultant, workshops, assistance in classroom for seven upper-midwest states.
German Language Study Aids 35 Front Street Bingamton, NY 13905	Complete study kit for practicing adjective ending structure.
German Language Video Center Division of Heidelberg Haus Imports 7625 Pendleton Pike Indianapolis, IN 46226	
German New Co., Inc. 220 E. 86th Street New York, NY 10028	Various German magazines.
Goethe Institute 401 North Michigan Avenue Chicago, IL 60611 (312) 329-0915	
Norton and Company, Inc. 500 Fifth Avenue New York, NY 10110	Program for German students.
Inter Nationes Audiovisuelle Medien Kennedyallee 91-103 D-5300 Bonn 2 Bundesrepublik Deutschland Federal Republic of Germany	Ask to be placed on mailing list for free materials, including cassettes and filmstrips. Indicate general area of need.
Jugend Scala Postfoch 2929 Frankenallee 71-81 6000 Frankfurt AM Main Germany	Youth magazine, advanced high school and intermediate college.

Leipzinger Messeamt DDR 7010 Leipzeig Postfact 720 German Democratic Republic	Various booklets especially on trade fair.
National Work-Study Programs in Germany University of Cincinnati Dept. of Germanic Languages and Literature Cincinnati, OH 45221	
Ravensburger Otto Maier Verlag GMBH Postbach 1860 D-7980 Ravensburg West Germany	Hobby and leisure time books for children and youth.
Schau ins Land PO Box 158067 Dept. M Nashville, TN 37215-8067 1-800-824-0829	Biweekly magazine on audio-cassette 45 minute programs; advanced high school; intermediate college.
Vera Eich Zieblandstrasse 7a 8000 Munchen 40 Bundesrepublik, Deutschland	Game (cards and dice) called Deutsch MAL5 800 question/answer. Cards in five areas, culture, area studies, idioms, grammar, etc.

LATIN

American Classical League Miami University Oxford, OH 45056	Books, pamphlets, computer software, games, activities, posters.
Auxilium Latinum Paul D. Warsley, Director Box 6008 Wheaton, MD 20906	Playlets in Latin, t-shirts.
Bolchazy-Carducci Publishers 44 Lake Street Oak Park, IL 60302	Latin readings, plays, cassettes, filmstrips.
Educational Media International Box 1288 Elmhurst, IL 60126 (312) 832-3363	Films and video, rental or purchase.
Harvard University Press 79 Garden Street Cambridge, MA 02138	LOEB Classical Library Profiles of classical authors.

SPANISH

AATSP
James R. Chatham
Executive Director
Mississippi State University
Mississippi State, MS 39762-6349

National organization for teachers of Spanish and Portuguese., national exams, cultural units, Sociedad Honoraria, pedagogical consulting, journal.

Argentina - Embassy
1600 New Hampshire Avenue NW
Washington, DC 20009
(202) 939-6400

Argentina-Consulate
20 N. Clark Street, No. 602
Chicago, IL 60602
National Day - May 25

Independence Day - August 6

Bolivia - Embassy
3014 Massachusetts Avenue NW
Washington, DC 20008
(202) 483-4410

Cambita Books
PO Box 09330
Milwaukee, WI 53209

Bilingual puzzle books.

Chile - Embassy
1732 Massachusetts Avenue NW
Washington, DC 20036
(202) 785-1746
Independence Day - September 18

Consulate General (tourist information)
688 Second Avenue, Suite 501
New York, NY 10017
(212) 628-8808

Columbia - Embassy
2118 Leroy Place NW
Washington, DC 20008
(202) 387-8338
Independence Day - July 20

Tourist Office
140 E. 57th Street
New York, NY 10022
(212) 688-0151

Costa Rica - Embassy
2112 S Street NW
Washington, DC 20008
(202) 234-2945
Independence Day - September 15

Tourist Board
200 SE First Street
Miami, FL 33131
(305) 358-2150

Crane Publishing Company
Dept. AFL 117
1301 Hamilton, PO Box 3713
Trenton, NJ 08629
(609) 586-6400

Readers and cards for letters, syllables punctuation and words.

Cruzada Spanish Publications
PO Box 909
Miami, FL 33165
(305) 595-5480

Disco kits, rock ballads, popular music, with teacher's guide.

Creative Learning Center
2518 Allen Blvd.
Middleton, WI 53562
(608) 831-4055

Classics in Spanish, flash cards, transparencies, etc.

Cuban Interests Section
2630 & 2639 - 16th Street NW
Washington, DC 20009
(202) 797-8515

Dominican Republic - Embassy
1715 - 22nd Street NW
Washington, DC 20008
(202) 332-6280
Independence Day - February 27

Tourist Office
485 Madison Avenue
New York, NY 10020
(212) 826-0750

Ecuador - Embassy
2535 - 15th Street NW
Washington, DC 20009
(202) 234-7200
Independence Day - August 10

Tourist Office
167 W. 72nd Street
New York, NY 10016
(212) 873-0600

El Salvador - Embassy
2308 California Street NW
Washington, DC 20008
(202) 265-3480

Independence Day - September 15

Editorial Castalia
Zurbano, 39
28010 Madrid, Spain
91-419 89 49/419 58 57

History, Literature, Art.

Guatemala - Embassy
2220 R Street NW
Washington, DC 20008
(202) 745-4952
Independence Day - September 15

Tourist Commission
57 Park Avenue
New York, NY 10016
(212) 679-8513

Honduras - Embassy
4301 Connecticut Avenue NW
Suite 100
Washington, DC 20008
(202) 966-7700
Independence Day - September 15

Information Service
501 Fifth Avenue
New York, NY 10022
(212) 490-0766

Inciciativas Culturales
de España, S.A.
Apartado de Correos 14655
28080 Madrid
Spain

Video cassettes in Spanish, produced by Radio Television Española (RTVE).

Innovative Language
Programs, Inc.
PO Box 303
Rochester, MI 48063-0303

Fifteen unit program based on high frequency situations one might face in Latin America.

Instituto de Cultura Puertorriqueña
Apartado 4148
San Juan, PR 00905

Government office.

International Exchange School, Inc.
2602 S State Street
Salt Lake City, UT 84115
1-800-453-3273

Mexico.

King Features Education Division
Dept. 1405
235 East 45 Street
New York, NY 10017

Popeye, Beetle Bailey, Blondie, etc. in bilingual comic books with how to study booklets.

Letras de Oro
PO Box 248123
Coral Gables, FL 33134

Sponsor competition for works written in Spanish in the U.S., cash prizes.

Macadamia Software
2503 Essex Place
Nashville, TN 37212
(615) 383-2413

Verb drills for the *Apple Macintosh*.

México - Embassy
2829 - 16th Street NW
Washington, DC 20009
(202) 234-6000
Independence Day - September 16

Mexican Tourist Council
875 N. Michigan Avenue
Chicago, IL 60601
(312) 649-0090

Nicaragua - Embassy
1627 New Hampshire Avenue NW
Washington, DC 20009
(202) 387-4371

Independence Day - September 15

Old San Antonio
PO Box 10438
1702 Presa
San Antonio, TX 78210
1-800-972-3049
1-800-225-0227

Mexican gourmet sauces and gifts, catalog includes some recipes.

Panamá - Embassy
2862 McGill Terrance, NW
Washington, DC 20008
(202) 483-1407
Independence Day - November 3

Panamá Tourist Bureau
19 W. 43rd Street, Suite 709
New York, NY 10036
(212) 869-2530

Paraguay - Embassy
2400 Massachusetts Avenue NW
Washington, DC 20008
(202) 483-6960

Independence Day - May 14 & 15

Perú - Embassy
1700 Massachusetts Avenue NW
Washington, DC 20036
(202) 833-9860
Independence Day - July 28-29

Perú Tourist Information Office
366 Madison Avenue
New York, NY 10017
(212) 883-0444

Puerto Rican Department
of Tourism
Commonwealth of Puerto Rico
666 Fifth Avenue
New York, NY 10103

Regalos
40 Fetters Mill Swaure
Suite 154
Huntingdon Valley, PA 19006

Gifts and realia from Spain.

Romance Language Institute
Apartado Postal 527
Durango, DGO., Mexico
Phones:
TX: (512) 337-5189
CA: (415) 769-1085
WA: (206) 564-7516
OH: (513) 339-4753

Spain - Embassy
2700 - 15th Street NW
Washington, DC 20009
(202) 265-0190
Independence Day - May 2

Spanish National Tourist Office
180 N. Michigan Avenue
Chicago, IL 60656
National Holiday - October 12

Spanish Heritage Association
115-10 Queens Boulevard
Forest Hills, NY 11375
(212) 520-1300

Membership organization, newsletter travel programs, contests for students.

Spanish Teaching Services
of Delaware
PO Box 328
Delmar, DE 19940
(302) 846-0364

Subtitles Mexican films and popular music, with study guides and teaching lessons.

Spanish Today
Subscriber's Services
PO Box 909
Miami, FL 33165

Magazine for teachers and students of Spanish.

Uruguay - Embassy
1918 F Street NW
Washington, DC 20006
(202) 331-1313

Independence Day - August 25

Venezuela - Embassy
2445 Massachusetts Avenue NW
Washington, DC 20008
(202) 797-3800
Independence Day - July 5

Venezuelan Tourist Office
485 Madison Avenue, Room 205
New York, NY 10020
(212) 355-1101

Wattoo Wattoo
CEEDE/College of Education
N345 Oakdale Hall
The University of Iowa
Oakdale, IA 52319
(319) 335-4116

Cartoon videotape series for beginning Spanish students.

World Video
PO Box 30469
Knoxville, TN 37930-0469
(615) 691-9827

Spanish movies with and without subtitles, English movies dubbed in Spanish, animated film, travel, documentaries.